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ABSTRACT

This annotated bibliography cites approximately 500 research reports, theses and essays published in New Zealand on the subject of early childhood care and education. The entries have been grouped under 15 headings: child development, child language, early childhood education, ethnic studies, family life, handicapped children, infant behavior, media research, parent education, parent participation, parents, preschool teachers, programes, research, and training. An author index is provided for quick reference. (Author/SS)

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NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

New Zealand Early Childhood Care and Education Bibliography

1965 - 1978

with annotations

Compiled

by

ANNE MEADE

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INTRODUCTION

In 1975 Geraldine McDonald compiled a bibliography of early childhood research in New Zealand.[1] She pinpointed 1965 as the year when serious research in the field began and classified the research into four main types: studies of children, studies of adult-child relationships, studies of pre-schools as institutions and action research projects. Sixty items were recorded in that 1975 bibliography; a further 86 have been added in a supplementary bibliography.[2]

The New Zealand Early Childhood Care and Education Bibliography (1965-1978) has approximately 500 items. Since the establishment of an Early Childhood Unit at NZCER more and more people working in the field have written in or called in tell us what is happening in early childhood research in New Zealand. In addition, there have been three important conferences in the past four years: the first Early Childhood Care and Development Convention, the NZCER Invitational Conference on New Zealand Research in Early Childhood, and the NZ/OECD Conference on Early Childhood Care and Education. These have given publicity to early childhood research by talks, discussions, conference papers and publications. The second Early Childhood Care and Development Convention will be held later this year.

However, the dramatic increase in numbers of bibliographical items is not simply because early childhood research was hidden before and now has become public knowledge; rather it is because the field has become a respectable area for study and far more projects are being undertaken. Conferences about early childhood which disseminate results of projects encourage research. Universities encourage research and have established courses, post-graduate, and even post-doctoral work. Early childhood educators, too, have been interested in research: they have attended the conferences, and participated in research projects of their own (for the Massey Certificate in Early Childhood Education, for example) or of someone else's design. Early childhood research in New Zealand has come of age.

This bibliography contains more than first-hand reports of research projects. Many of the items are theses or papers factually recording

the findings of research, but a number are what I call creative 'thought pieces' which have their bases in research although the details of the findings are not spelled out with all the statistical paraphernalia of most research reports. Many people, mostly from tertiary institutions, were approached for assistance with material for the bibliography. The criteria given them were:

1. Material concerned with children aged 0-8 years, but it does not have to deal exclusively with that age group; for example, a paper about children 6-14 years is acceptable. Also, material about parenting, parent involvement and staff working with these children will be included.
2. Material primarily concerned with early childhood care and education. The intention is to exclude items which are primarily health orientated.
3. Tertiary staff research reports, books, articles (including those in non-academic journals), conference papers and theses will be included. The material does not have to be a primary research report. Staff material can be about research in progress, but should be in a form that is available upon request (from you).
4. Post-graduate student (non-staff) theses must be completed for inclusion.

As there are at least three other bibliographies published or being compiled on related topics, I have attempted to filter out those items which seem to more properly belong to the Child Health Bibliography (Kirkland, in progress),[3] the Women Studies in New Zealand: Pilot Bibliography (Seymour, 1978),[4] or the Bibliography of the New Zealand Family (Koopman-Boyden, 1975)[5].

Also, after discussion with the course lecturers, it was decided that the Massey Certificate in Early Childhood Education Special Topic papers and the Playcentre Diploma studies would not be included in the main bibliography. Selected studies from each of these courses are listed at the back of this volume as Appendix I and Appendix II. A copy of the full list of the Massey Certificate Special Topic papers can be obtained by writing to Mrs Pat Jenkins at Palmerston North Teachers College. She has been working on a further selection of Special Topic papers.

The items in this bibliography have been grouped under 15 headings. The subject headings are those of the American Education Information Resource Centre (ERIC), and under each heading items can be found according to the alphabetical order of the authors. Each item is listed once only. An author index is provided at the back for quick reference.

Not all of the items in this bibliography are annotated with a brief summary. In some cases, this was because the title explains the content; whilst in others it was either because I could not contact the author, could not obtain the manuscript, or because the author did not supply an annotation.

Material in the field of early childhood care and education is often invisible. Most theses and exploratory research carried out by early childhood educators are never published. I am, therefore, sure that there are omissions. I would be very happy for people to point out the gaps and inaccuracies so that any future supplements can correct such errors. Please write to me at NZCER, Box 3237, Wellington.

NZCER does not carry copies of all items in this bibliography. For unpublished material please contact the author or the institution undertaking the work.

My thanks to Evanne Simpson and Gita Champaneri for typing the text.

Anne Meade

1. McDONALD, Geraldine. "Early Childhood Research in New Zealand", set 75, No. 1, 1975
2. "Early Childhood Education in New Zealand: Recent Work", set 78, No. 1, 1978
3. KIRKLAND, J. "Child Health Bibliography", Department of Education, Massey University, in progress
4. SEYMOUR, Rosemary. Women's Studies in New Zealand, 1974-1977, A Pilot Bibliography-Directory, University of Waikato, Hamilton, 1978
5. KOOPMAN-BOYDEN, Peggy C. A Bibliography of the New Zealand Family, University of Canterbury, Christchurch, 1975

CONTENTS

Introduction		(iii)
Child development		1
Child language		12
Early childhood education		17
Ethnic studies		30
Family life		35
Handicapped children		39
Infant behaviour		48
Media research		51
Parent education		53
Parent participation		55
Parents		56
Pre-school teachers		59
Programmes		62
Research		67
Training		71
Appendix I	Selected Studies of Young Children's Development and Education (Selected Massey Certificate in Early Childhood Education papers)	73
Appendix II	A Selected List of New Zealand Playcentre Diploma Special Studies	74
Appendix III	Author Index	75

CHILD DEVELOPMENT:

ALLAN, R.D. "The Development of Memory in Young Children", Unpublished MA (Applied) thesis in Education, Victoria University of Wellington, 1978.

Forty children in 4 age groups - three, four, five and six year olds were tested to see whether they could formulate a semantic link between a presented word and picture. The study supported the thesis regarding the developmental nature of memory behaviour and the importance of the young child's own activity for memory processes.

ANDREWS, Ann R. "An Investigation into Variables Associated with Curiosity Behaviour in Pre-schools", Unpublished MA thesis in Education, University of Canterbury, 1969.

A curiosity test for four-year-olds and curiosity rating scales for parents and pre-school teachers were constructed, these being related to environmental variability, socio-economic level, and parental permissiveness. Variability emerged as the major influence on curiosity behaviour.

ANDREWS, Ann R. "Curiosity", Pre-school Education, Vol. 5 (1), 1972.

The author, using her own curiosity tests, tested hypotheses proposing that curiosity is related to variability in the home, SES, and parental permissiveness on Seventy 4 year olds. Variability in the home and father restrictiveness was associated with curiosity behaviour.

BALLARD, Keith D. "Assessment of Symbolic Modelling Procedures in the Treatment of Socially Withdrawn Children", University of Otago, in progress.

A coping model format teaches social skills to 4 year olds within a desensitization paradigm. A small group teaching procedure is used to maintain increases in social participation during free play.

BARNEY, W.E. "Concepts of Reading, Books and Print among a Group of Advantaged Four-year-old Kindergarten Children", A paper delivered to OMEP Conference, 1974.

BARRETT, Colleen A.E. "Motivational Factors in Test Performance", Unpublished MA thesis in Education, Victoria University of Wellington, 1975.

Three groups of seventy-two children (Low SES Maori, a Low SES Pakeha and a High SES Pakeha group) aged 5 years and 10 years were tested in three conditions which varied the level of tester-derived encouragement and friendliness. Maori children, particularly girls, performed at a significantly lower level when the degree of interpersonal support was low. The difference was less extreme in the 5 year olds than in the 10 year olds.

BOWATER, Margaret. "Play and the Growth of Intelligence", Parents Centres Bulletin, 52, August 1972.

A baby playing - touching, tasting, seeing, hearing, smelling - is learning at a faster rate than s/he will ever learn again.

BROAD, Frances E. "The Effect of Breast Feeding on Speech Development", Parents Centres Bulletin 64, August 1975.

Describes the results of a speech survey carried out in 1971. The results included finding a clear relationship between breast feeding and clear speech in a male child, and an association between improved reading ability.

BROAD, Frances E. "Further Studies on the Effects of Infant Feeding on Speech Quality", New Zealand Medical Journal, No. 553, Vol. 82, 1975.

BUCKFIELD, Patricia M. "The Child in Hospital", Parents Centres Bulletin 41, November 1969.

Describes the developmental stages of children's growth and relates these to how the child may react when s/he is hospitalised. She suggests ways to minimise the trauma.

BUCKFIELD, Patricia M. "Disadvantaged Children", Kindergarten Education, July 1977.

Children have physical, intellectual and behavioural characteristics. There are inherent and environmental (learned) dimensions to each characteristic and a child can be disadvantaged along either dimension.

BURNETT, Joyce. "Conservation and Stimulus Mode", New Zealand Journal of Educational Studies, Vol. 9 (2), 1974.

The purpose of the study was to investigate the way in which children learn to conserve, with reference to the importance of the concrete-abstract dimension.

CALVERT, Sarah J. "Sex Role Stereotyping in Four Year Old Children", Unpublished MSocSci thesis in Psychology, University of Waikato, 1975.

CODD, John A. "The Aesthetic Growth of Young Children", A paper presented at a Massey University Extension weekend seminar, 'Arahina', Martin, 1978.

For the young child, aesthetic expression or imaginative play is fundamental to all other facets of development because it fosters the capacity to form symbols. The paper discusses the distinctive features of children's drawing, the child's conception of the world and makes suggestions for nurturing aesthetic growth.

CODD, John A. "Hyperactive Children: Problems, Issues and Approaches", New Zealand Medical Journal, No. 622, Vol. 88, 1978.

The paper discusses the problems and issues surrounding the treatment of hyperactivity. It concludes that environmental management is safer, more effective and more lasting in its consequences, than medication.

CONNELLY, Elizabeth. "You Can't Play Zorro.....Girls Don't", Broadsheet, No. 20, 1974.

CONSTABLE, L.A. "A Descriptive Study of the Pre-school Child's Use and Understanding of Space", Unpublished MA thesis in Psychology, University of Canterbury, 1966.

CROTTY, E.A. "The Effect of Pre-school Experience on the Ability to Conserve Mathematically", Unpublished MA thesis in Education, Massey University, 1972.

DAVEY, J. "The Effect of Daycare on Empathy", Unpublished MA thesis in Psychology, Massey University, 1977.

DOYLE, M.D. "Curiosity and Self-Concept of School Adjustment", Unpublished MA thesis in Education, Massey University, 1976.

DUNCAN, Nicola. "The Context of Sibling Interaction", Unpublished BA Hons dissertation, University of Otago, 1975.

An observational analysis of sibling interaction with 4 pairs of siblings.

EDGAR, P.W. "Pre-school Experience and Social Development During the First Year of School", Unpublished MA thesis in Education: University of Canterbury, 1975.

A report, co-authored by Keri Wilton and Bryan Tuck, was published in Australian Journal of Early Childhood, Vol. 2 (2), 1977.

The effects of pre-school attendance on the social participation of children during their first year at school were examined by comparing the free-play activities of children who had attended kindergarten; children who had attended play-centre; and those who had not attended either. First-born children who had attended a play-centre showed a higher level of social participation than non-attenders but first borns who had attended a kindergarten did not differ from non-attenders, and no intergroup differences were apparent in the later born groups.

FERGUSSON, D. "Christchurch Child Development Study", Christchurch Clinical School, in progress.

GARRETT, D. "Sex Role Development in Girls - A Cognitive Theory", Unpublished MA thesis in Education, Massey University, 1971.

HARVEY, D.H.P. "The Effects of Whole Coffee Compared with De-caffeinated Coffee in a Sample of Hyperkinetic Children", Unpublished MA thesis in Education, Victoria University of Wellington, 1976.

The caffein component in whole coffee led to a significant improvement for all measures when compared to de-caffeinated coffee, when the two types of coffee were included in the diet of 12 hyperactive children whose ages ranged from 4.11 to 10.1 years.

HAWKINS, J. "Children of High Intelligence in Kindergarten", Auckland Teachers College, 1978.

A survey of children of high intelligence in 2 Auckland kindergartens - as tested on Stanford-Binet.

HOUSTON, H.S. "An Appraisal of Sex-role Development in New Zealand Boys", Unpublished PhD thesis, Massey University, 1968.

IRWIN, R.J. "Children's Knowledge of Left and Right", Journal of Child Psychology and Psychiatry, Vol. 18 (3), 1977.

An experimental study comparing children's ability to tell left from right with their ability to tell up from down. The study also examined these abilities in children who were of normal intelligence but poor readers.

ISBISTER, C. Birth, Infancy and Childhood, Wellington: A.H. and A.W. Reed, 1973.

JACKSON, M.E. "The Concept and Labels of Size With Two and Three Year Old Children", Unpublished MA study in Psychology: Auckland University, 1976.

JENKINS, Annette. "A Study of Some Aspects of Classification and Grouping", Unpublished MA thesis in Education: Massey University, 1975.
Investigates how children group objects and the underlying rules used to categorize an array of objects in a free-sorting situation. 320 children aged 5, 8, 10 and 12 were tested. Highly significant results were obtained showing age-related trends for all groups.

KEAN, June. "A Study of Play: A Form of Cognitive Learning", Unpublished DipEdPsych thesis, University of Auckland, 1976.
Consensus data obtained from the observation and rating of fifteen minute spans of the play behaviour of one hundred and twenty children in the kindergarten situation, by paired observers, supported the viability of the schedule formulated on the basis of Sutton-Smith's (1971) theory of the four modes of micro-knowing.

LAWRENCE, P.J. "Children's Thinking About Religion: A Study of Concrete Operational Thinking", Religious Education, Vol. LX (2), 1965.
Children's spontaneous questions about religion were gathered through questionnaires and six-month diaries kept by parents and Sunday-school teachers. The results were analysed in terms of Piaget's stages of cognitive development.

LAWRENCE, P.J. "Children's Thought in the Intuitive Period", Connell, W.F., Debus, R.L. and Niblett, W.R. (eds.) Readings in the Foundations of Education. Sydney: Novak, 1965.
An exposition of the Piagetian conception of cognitive development in children between 4 and 7 years.

LAWRENCE, P.J. "The Mind of the Child". The Australian Journal of Education, Vol. 11 (2), 1967.
A study of the young child's capacity to symbolize, develop language skills, categorize, and operate elementary logical structures, with an emphasis on individual variability in cognitive functioning.

LAWRENCE, P.J. "Approaches to the Study of Cognitive Development: Piaget in Perspective", A paper presented at the Massey University 'Seminar on Piaget', 1967.
A theoretical analysis of cognitive development, mainly in the early years, in which Piaget's position is compared with that of Werner, Berlyne, and Bruner.

McALPINE, D.M. "The Open Mind", Play Centre Journal No. 14, 1968. A paper presented at the New Zealand Play Centre Federation Conference.
There appears to be a network of connections between certain aspects of open-mindness, curiosity, play and divergent thinking.

McALPINE, D.M. "A Study of Visual Perception and Thinking in Young Children or - Seeing and Believing", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.

McALPINE, D.M. "Perceptual Processes in Young Children - Some Studies in Visual Perception", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.
A report on a series of studies of the way in which young children interpret visual displays.

McALPINE, D.M. "Some Associations Between Colour and Meaning in Young Children", Massey University, in progress.

McALPINE, D.M. "Visual Perception in Young Children", Massey University, in progress.

McALPINE, D.M. "Modes of Thinking in Pre-school Children", Massey University, in progress.

McGEORGE, C.M. "Research on How Young Children Learn Right and Wrong", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.
A review of research on the development of moral knowledge, moral judgement, and moral behaviour. Covers the cognitive developmental approach (Piaget, Kohlberg) but also social learning studies and raises questions about the influence of television and the printed word.

McLEOD, L. Joy. "The Child's Sex Role Classification of Reading Activities", Unpublished DipEd research paper, University of Canterbury, 1978.
Children were presented with a drawing of a child involved in different activities. The children were then asked to identify the child as either male or female. The child in the drawing wore clothes and had a hairstyle suitable for either a boy or girl. Children as young as four and a half years consistently classified some of the activities as either masculine or feminine but only the girls consistently classified the reading activities as feminine.

McNEUR, Ruth. "Young Child in Hospital", Parents Centres Bulletin 49, November 1971.
A paediatric sister of Dunedin Hospital contributed her view to a panel discussion.

MARSH, R.W. "The Identical Twin Transfusion Syndrome and Intelligence", Victoria University of Wellington, 1978.

MILLEN, Eva. "Play - The Long Journey of Discovery", Parents Centres Bulletin 57 and 58, Spring 1973 and March 1974.
Describes the importance of play in toddler development and talks about the materials a child needs in his/her play if s/he is to learn about the world.

NEW ZEALAND DEPARTMENT OF HEALTH. Sex and the Young Child, Pamphlet No. 64 (revised ed.), Wellington: Department of Health, 1964.

PANCKHURST, Fay M. "Reflection-Impulsivity and Logical Classification in Six-Year-Old Girls", Unpublished MA thesis in Education: University of Canterbury, 1967.
The major finding of the study was that if there is a cognitive style accounting for quality of performance on tests of logical classification it is something more complex in structure than an index of reflection-impulsivity as suggested by Kagan.

PANCKHURST, Fay M. "Reflection-Impulsivity and Logical Classification in Six-Year-Old Girls", New Zealand Journal of Educational Studies, Vol. 6 (2), 1971.
Reflective six year old girls made significantly better scores on two classification tests.

PINES, Maya. "A Child's Mind is Shaped Before Two", Parents Centres Bulletin 64, August 1974.
It is argued that the time from 10 months to 1½ years of age is the most decisive period in a child's intellectual development.

PRATT, Carolyn. "Where Does Daddy Go?" Pre-School Education, Vol. 6 (1), 1977.
Thirty-nine 4 year old children were interviewed to find out their comprehension of their father's work role.

RITCHIE, James E. and Jane. "Children", Schwimmer, E. (ed.) The Maori People in the 1960's, Blackwood and Janet Paul Ltd., 1968.

ROBERTSON, Pheola and HASSALL, Pam. "Keeping In Touch", Playcentre Journal, No. 36, 1976.
A general conclusion from a postal survey of playcentre personnel (replies = 91) was that there is considerable room for improvement in communication between members or from the Association to members. Some suggestions for improvement are proposed.

SCOWN, J.M. "Choice and Commitment: Some Aspects of Self Control in Children", Unpublished MSocSci study: University of Waikato, 1977.

SILVA, P.A. "From Five Minutes to Five Years of Life: Some Factors Affecting Learning in the Pre-schooler", The Intellectually Handicapped Child, Vol. 22, June 1974.

SILVA, P.A. and FERGUSSON, D.M. "Socio-economic Status, Maternal Characteristics, Child Experience and Intelligence in Pre-school Children", New Zealand Journal of Educational Studies, Vol. 12 (1), 1976.

SILVA, P.A. "A Thousand Dunedin Three Year Olds. A Multi-disciplinary Study of Child Development", Unpublished research report present to the Medical Research Council of New Zealand, University of Otago Medical School, 1976.

SILVA, P.A. "The Value of Long Term Follow-up Following Perinatal Problems", Bulletin of the Post Graduate Committee in Medicine, Special Issue, 153; University of Sydney, 1976.

SILVA, P.A. "Towards the Prevention of Learning Difficulties: Some Selected Findings from the Dunedin Multi-disciplinary Child Development Study", In Proceedings of the Third National Conference of the Specific Learning Difficulties Association, Victoria University of Wellington, 1977.

SILVA, P.A. and BRADSHAW, J. "Observations of Behaviour in a Thousand Dunedin Three Year Olds", Unpublished report from the Dunedin Multi-disciplinary Child Development Study, University of Otago Medical School, 1977.

SILVA, P.A., BRADSHAW, J. and SPEARS, G.F. "Early Developmental Milestones, Language and Motor Development in a Thousand Dunedin Three Year Olds", Unpublished report from the Dunedin Multi-disciplinary Child Development Study, University of Otago Medical School, 1977.

SILVA, P.A. "The Dunedin Multidisciplinary Child Development Study : An Introductory Overview, Some Findings, and Preliminary Recommendations from a Study of a Thousand Dunedin Three Year Old's, The New Zealand Speech Therapists' Journal. Vol. 33 (2), 1978.

SILVA, P.A. "The Dunedin Multidisciplinary Child Development Study: A Brief Description, Some Findings and Recommendations from a Study of a Thousand Dunedin Three Year Olds," Unpublished paper presented to the NZ/OECD Conference on Early Childhood Care and Education, Massey University, 1978.

SILVA, P.A. "On Cars, Kids and Other Things. A Paper on Health, Education and Welfare in New Zealand", In Proceedings of the New Zealand Federation of School Committees Annual Conference, University of Auckland, 1978.

SILVA, P.A. and BRADSHAW, J. "Some Factors Contributing to Intelligence at Age of School Entry: A Report from the Dunedin Multidisciplinary Child Development Study", Unpublished paper submitted to the New Zealand Department of Education, 1978.

SILVA, P.A. "Some Neurological and Psychological Characteristics of Children Who Were Pre-term and Small for Gestational Age," Unpublished PhD dissertation, University of Otago, 1978.

SNOOK, I. "Understanding Children," Educational Philosophy and Theory, Vol. 8 (2), 1976.
A philosophical account of 'understanding', understanding people, and understanding children and of the role of psychology in providing an understanding.

SNOOK, I. "The Moral Training of the Young Child," O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1973.
An account, partly philosophical, partly psychological, partly prescriptive of ways of fostering moral growth.

SOMERSET, Gwen. Vital Play in Early Childhood, Auckland: New Zealand Playcentre Federation, 1976.
One of a series of three books for the use in training playcentre supervisors.

SOTIRI, S.C. "Play and Cognitive Development: a Review of the Literature", Unpublished DipEdPsych thesis: University of Auckland, 1976.

STARKEY, C.T. "A Descriptive Analysis of Child Pedestrian Behaviour: Crossing the Street To and From School", Victoria University of Wellington, in progress.

THOMPSON, V. "Concept Dominance: Orders of Dominance Among Concepts of Colours and Shapes in Pre-school Children", Unpublished MA thesis in Psychology: University of Canterbury, 1967.

WALLS, W.R. and H.A. "Effects of a Brief Time-out Contingency on the Inappropriate Behaviour of a Five Year-Old Pupil," Educational Research Newsletter, No. 9, 1976.

A careful analysis was made of the consequences which resulted when a new entrant pupil engaged in aggressive, demanding and overly boisterous behaviour. On the basis of this analysis the teacher decided to place the pupil in the library corner for one minute's 'practice at being quiet' following each instance of yelling or aggressive behaviour. When this time-out contingency was applied to yelling, the number of instances of yelling fell from about 32 per hour to less than 2 per hour, and when it was applied to disruptive and aggressive behaviour the number of instances fell from about 16 per hour to zero.

WALLS, W.R. "The Use of Thurstone's P.M.A. Test in the School Testing Programme", Unpublished DipEd research paper, University of Canterbury, 1978.

An analysis of the predictive validity of Thurstone's Primary Mental Abilities Test used on entry to primary school. Correlations with Tomlinson, Otis, P.A.T. Reading and Arithmetic scores and Progress Achievement Register records through Standard 1-3 are reported for 280 children.

WAUGH, D. "The Role of Mental Imagery in Associative Learning as a Function of Age and Ability", Unpublished MA research paper in Education, University of Canterbury, 1975.

A sample of 96 8 and 10 year old children carried out a sentence embedded paired associate learning task using words selected from reading books. Results indicated that training in the use of mental imagery improves memory. The effect was related to ability but not age.

YOUNG, Jenny M. and SMITH, Anne B. "The Relationship of Dependency to Age of Entry and Duration of Stay

in a Day Care Centre", A paper given to New Zealand Psychological Society, 1975.

YOUNG, Jenny M. and SMITH, Anne B. "Dependency Behaviour as Related to Separation in a Day-Care Setting", New Zealand Journal of Educational Studies, Vol. 12 (1), 1977.

Uses an observational approach to demonstrate that children (N=27, mean age 3 years 8), make dependent contact with adults when entering earlier and staying longer.

CHILD LANGUAGE (Includes Reading)

ABRAHAMSON, M.M. "Linguistic Differences of Children from Different Socio-economic Backgrounds", Unpublished MA thesis in Education: University of Canterbury, 1971.

An examination of Bernstein's theory of linguistic codes with five-and eight-year-old children classified by sex, age, ability and socio-economic status. Environmental influences were more evident in the five- rather than the eight-year-olds.

BEGG, Judith A. "Some Effects of Stimulation in Reading, Writing and Concept Development on a Pre-school Child: an Experiment in Cognitive Learning with a Single Child", Unpublished DipEd thesis: University of Auckland, 1966.

An experiment in pre-school cognitive learning with a single child involving an investigation of 1) claims about early reading made by Glen Doman, 2) the effect of instruction in writing, figure drawing, number, colour, space and other concept development, and 3) the effect of a stimulation programme on intelligence.

CLARK, Marybeth T. "Assessing Children's Language in a Play Situation", Unpublished research report in Education: Waikato University, 1978.

A play situation was used to elicit children's natural language to discover changes in language skill due to pre-school experience. The results indicate that children's language is very sensitive to variations in the test situation. No accurate judgements could be made.

CLAY, Marie M. "The Reading Behaviour of Five Year Old Children", New Zealand Journal of Educational Studies, Vol. 2 (1), 1967.

A longitudinal study of 100 children was carried out by close observation and detailed recording of every child's attempts to read. It was found that a good reader manipulates a network of language, spatial and visual perception cues and sorts these implicitly but efficiently.

CLAY, Marie M. "How Five Year Olds Begin to Read", Parents Centres Bulletin 46, March 1971.

A project was carried out studying in detail what five year olds said and did as they read their little books in their first year

in school.

CLAY, Marie M. "One Day He Will Go to School", Pre-school Education, Vol. 2 (1), 1971.
Looks at what has happened to a pre-school child before s/he starts school which may have helped or hindered its progress in reading.

CROFT, C. "Early Reading Investigation", NZCER, in progress.

HAMER, Caryl. "Afterthoughts" (Some thoughts which have come to light as a result of the topic I explored as part of my work towards the Massey Certificate in ECCE), Playcentre Journal, No. 34, 1975.
Some exploratory research on the effects of introducing a 15 minute programme aimed at developing reading skills into a free play session is reported.

HANLON, N.N. "Comparability of Language Samples Elicited in Different Situations from the Same Group of Children", Unpublished MA thesis in Education; University of Waikato, 1973.
Language samples of 20 five year old children were analysed using quantitative and qualitative measures. It was found that language recorded in different situations were not comparable. Setting and person factors are therefore deemed integral to the language situation.

HANLON, N.N. "Patterns in Verbal Interaction: the Effect of Situational Influences on the Language Performance of 8 Year Old Children", Unpublished PhD thesis in Education; University of Waikato, 1977.
The researcher recorded conversations of 12 eight year old boys and girls in natural settings at home and school.
Language use varied from situation to situation. Verbal sequences tended to be simple and short. When adults were present they tended to dominate and the types of exchange were limited. Peer exchanges showed capability in various types of verbal behaviour.

HOLMES, Janet. "Attitudes to Language and their Consequences for the Child", Children and Language, Wellington: Association for the Study of Childhood, 1975.
A paper based on a lecture to the above

Association in 1974. It covers attitudes to language in bilingual and bidialectal communities and discusses how these attitudes may affect the language learning process.

KENNEDY, G.D. "Acquiring a Language", Association for the Study of Childhood, Children and Language, Wellington: Association for the Study of Childhood, 1975.

KING, Lesley A. "Mastery of Grammar in Early Childhood", Unpublished DipEdPsych thesis: University of Auckland, (n.d.)

LAWRENCE, P.J. "Language, Reading and Thought", Perspectives in the Teaching of Reading, Wellington: NZEI, 1969.

Reading as an extension of spoken language but also as a medium for the development or transformation of new concepts in the young child's cognitive development.

LAWRENCE, P.J. "Language and Thought", Reading: A Local and International Challenge. Auckland: International Reading Association, 1971.

An analysis of the development of language in children and its role in the construction and refinement of concepts and the development of thinking skills.

MACKAY, Penelope C. "Effects of Individualized Instruction On the Reading Skills of a Standard One Pupil With a Sight Vocabulary of 35 Words," Educational Research Newsletter, No. 9, 1976. (MA research paper in Education: University of Canterbury, 1975).

McDONALD, Geraldine. "Recent Research on Language Development in Young Children", A paper presented at Structure and the Education of Young Children Seminar, Hamilton Teachers College, July 1976.

Distinguishes between understanding and using language, and reports on some research of 4 year old Maori and Pakeha children, and found no significant difference between the two groups' language performance. Structured language programmes are criticised because they are unlike natural language development, and it is noted that without actual tutoring, children in pre-school settings still learn; particularly when the staff are trained.

McDONALD, Geraldine. "An Examination of the Validity of a Componential Analysis as a Guide to Semantic Acquisition", A paper delivered at the First New Zealand Linguistics Society Conference, University of Auckland, August 1976.
The author decided that a componential analysis does not mirror semantic development.

McDONALD, Geraldine. "Aspects of the Language and Thought of Four-Year-Old Maori Children", Unpublished PhD thesis in Education: Victoria University, 1977.
A componential analysis by Manfred Bieswisch of a set of the spatial adjectives was used as a model for a series of tests with 80 children, half of whom were Maori. On the basis of the testing the semantic feature hypothesis was found to be an inadequate guide to explain the acquisition of words or meanings. An alternative model is suggested.

McDONALD, Geraldine. "Language and Thought: The Acquisition of Words and Meaning by Maori and Pakeha Four-Year-Olds", A paper presented at the New Zealand Psychological Society Conference, University of Canterbury, 1978.

McDONALD, Geraldine. "Giving Words a Meaning: One of the Language Tasks of the Young Child", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand. Auckland: Heinemann Educational Books (NZ) Ltd., 1978.

McKENZIE, Shirley E. "Correspondence Between the Oral Language and Reading Vocabularies of Primary School Children", Unpublished MA research paper in Education: University of Canterbury, 1974.
Equivalent measures of oral and reading vocabulary were administered to samples of children ranging in age from five to ten years. It was found that it is not until about eight years that children are able to recognise in print the words they use in their oral language.

NUTHALL, G. "Expressive Language Development Scale", Trial Form, Education Department, University of Canterbury, 1975.
A test of language development for children aged 4.0 to 7.5 years. Developed and normed with Mary Roberts and Murray Gordon, the manual contains normative data on a sample of 80 Christchurch children. Data on much larger samples of normal and special class children are

being prepared.

SILVA, P.A. and BRADSHAW, J. "A Study of the Prevalence and Stability of Developmental Language Delays in Pre-school Children: Some Implications for Early Screening, Identification and Intervention: A Report from the Dunedin Multidisciplinary Child Development Study", Unpublished paper submitted to the New Zealand Department of Education, 1978.

SILVA, P.A. and BRADSHAW J. "Some New Zealand Results from Use of the Reynell Developmental Language Scales with Three, Four, and Five Year Old Children: A Report from the Dunedin Multidisciplinary Child Development Study", Unpublished paper submitted to the New Zealand Department of Education, 1978.

TARBUTT, Marilyn A. "A Study of Some Oral Language Skills of Pre-school Children", Unpublished MA thesis in Education: University of Auckland, 1975.

The usefulness of selected language tests for New Zealand pre-school children and for programme planning was studied "Record of oral language" proved to be a useful test for programme planning.

TEMPLE, Esme. "Language and the Child", Parents Centres Bulletin 45, November 1970.

Enjoy language in children's books and poems yourself.

THOMPSON, S.E. "Accelerating Young Children's Control Over Simple Constructions Containing Locative Phrases", Unpublished MPhil in Education: Auckland University, 1977.

Twenty-seven five year olds were given practice in working with sentences containing locative phrases and then tested. They performed significantly better than a similar control group. The results were consistent with Brown's (1973) statements on cumulative complexity and on an invariant order of progression in language acquisition.

EARLY CHILDHOOD EDUCATION

ASHBY, G.F. "The Organisation of Pre-school Education in New Zealand with Particular Reference to Regulations and Policies Immediately Prior to the Committee of Inquiry (1970)", Unpublished DipEd study, University of Otago, 1971.

BARNEY, W.D. "Noise in Kindergartens," Mimeo: University of Auckland, 1965.

BARNEY, W.D. "The Report: Evaluation and Comment", Pre-school Education, Vol. 3 (1), 1972.
Evaluates the Report of the Committee of Inquiry Into Pre-school Education mostly from the standpoint of the voluntary organisations.

BARNEY, W.D. Who Gets to Pre-school? Wellington: NZCER, 1975.
A national assessment of the opportunities provided by kindergartens and playcentres and in some instances, by less well-known services. The inequalities of provision are plotted.

BARNEY, W.D. "Why Are Some New Zealand Kindergartens So Noisy?", Set 76, No. 2, 1976.
An investigation of 8 relatively new kindergartens in the Auckland district revealed 10 factors contributing to stressful noise levels in pre-school buildings.

BARNEY, W.D. "Reasons for Parents' Choice of Kindergarten or Playcentres", University of Auckland, in progress.

BENTON, R. "E rua nga reo ma te kura? - bilingual pre-school?" Playcentre Journal, No. 28, 1973.
By bringing together the main linguistic traditions in New Zealand, bilingual English-Maori playcentres could play a vital role in the development of a truly New Zealand identity.

CALDWELL, Gillian L. "A Description of the Dr Barnado's Family Care Centre", Unpublished MA thesis in Education: University of Auckland, 1978.
Investigates the operation of the Dr Barnado Family Care Centre services: day care, social work, and parent education classes. Methodology included: observations, interviews and tests. Staff, parents and children were focussed upon.

CALVERT, Barbara. "Pre-school Education", Mitchell, F.W. (ed.) New Zealand Education Today, Wellington: A.H. and A.W. Reed, 1968

A short description of kindergartens and playcentres in New Zealand and a discussion of current problems.

CALVERT, Barbara. "The Playcentre Movement - Old Enough to Marry?" Playcentre Journal, No. 37, 1976.

Uses a number of family-related metaphors to discuss the past and present position of the playcentre movement.

CHAN, M. et al. "A Feasibility Study of Establishing and Operating a Child Care Centre in the Wellington Region", Unpublished graduate research paper in Accountancy, Victoria University of Wellington, 1977.

CHRISTISON, Isobel,J. "Survey of Pre-school Educational Services in New Zealand", Unpublished MA thesis in Education: Victoria University of Wellington, 1965.

A descriptive study of the pre-school services in New Zealand.

CLAY, Marie M. "Day-care Centres - their Psychological Hazards", Parents Centres Bulletin 51, June 1972.

An address given at a seminar on Child Care Centres in a Changing World.

CLAY, Marie M. "Day Care Centres of the Future", Parents Centres Bulletin 54, March 1973.

Day care centres can have a therapeutic role for both parents and children at risk.

COYNE, Eileen. "Family Guidance Centre", Parents Centres Bulletin 44, August 1970.

Describes play therapy and parent counselling services offered by the Auckland Family Guidance Centre.

CUMING, Jocelyn M. "Day Care Centres in New Zealand: an Analysis", Unpublished MA thesis in Education: University of Auckland, 1974.

There are approximately 43000 pre-school children of working mothers and 2959 places in day care centres in New Zealand. In this country, day care exists in a philosophical vacuum. The Government reflects what New Zealand feels: they are a necessary emergency invention which must be sustained without being encouraged.

DYSON, D.M. "Impressions of Child Care in New Zealand", The New Zealand Social Worker, Vol. 4 (4), 1968.
Discusses some important international issues regarding fostering, adoption and residential child care, particularly training.

ELLIOTT, M. "A Comparison of the 1945 Consultative Committee on Pre-school Educational Services and the 1970 Committee of Inquiry into Pre-school Education in New Zealand in the Period 1945-1973", Unpublished research essay in History: University of Auckland, 1974.

FIELDHOUSE, Alice. "Its First Two Years", Parents Centres Bulletin 67, June 1976.
Describes the first years of the Working Party for Children in Separation.

FLAVELL, Marie. "Effects of Pre-school Education", Playcentre Journal, No. 33, 1975.
New entrants teachers were asked to assess 88 children in their class. The teachers felt that children who had attended a pre-school centre had higher academic ability and better social adjustment than non-attenders. The author stresses that findings from such a small study with teacher's assessments can only be accepted tentatively.

GARDEN, Carol F. "Some Features of the Composition of Waiting Lists at Lower Hutt Kindergartens", Mimeo, 48 Konini Street, Wainuiomata, 1975.

GREGORY, P.A. "Saving the Children in New Zealand", Unpublished MA study in Education: Massey University, 1975.

GREY, L. "Trends in Pre-school Education" and "Family Education - human growth and learning", Playcentre Journals, No.s 40 and 41, 1977-78.
Places the playcentre movement in a world setting and suggests it could be heading for institutionalisation. However, the interaction between Maoris and Aborigines has helped in the re-discovery of the family and the value of parents as educative media in the family.

HILL, C.G.N. Report of the Committee of Inquiry into Pre-school Education, Wellington: Department of Education, 1971.

HILLYER, Bernadette M. "An Examination of Educational Values in Pre-schooling with Particular Reference to New Zealand", Unpublished DipEdPsych thesis: University of Auckland, 1975.

Investigates what pre-schools do provide in New Zealand. A background study of some overseas countries indicated both similar and different educational values from those pertaining here. Calls for further research on some issues before institutionalisation makes change impossible.

HOWSE, Mary R. "A Review of Some Aspects of the Development in New Zealand of State Educational Services for Handicapped Children With General Reference to the Primary School Service Between the Years 1945 and 1965", Unpublished MA thesis in Education: Victoria University of Wellington, 1966.

The review covers major trends in special education and the administration of services before reviewing provision for each type of handicap.

JAMIESON, Penny. Who Doesn't Get to Pre-school in Newtown? Full report. Wellington: NZCER, 1977.

A report of research into non-enrolment at pre-schools in Newtown, an inner-city, multi-ethnic suburb in Wellington. Chance not choice is the important factor and for some the chances are not high.

JULIAN, Rae. Brought to Mind, Wellington: NZCER, 1977.

A study of family day care minders and the families for whom they mind children.

KEAN, June. "The Task of the Kindergarten: Goal Perceptions of Kindergarten Head Teachers, Primary Principals and STJCs, Parents, Kindergarten Association Members, Supervising Head Teachers Pre-school Advisers, and College Staff in the Auckland Metropolitan Area", North Shore Teachers College, in progress.

Perceptions of the kindergarten's major goals and specific objectives were gathered from educator groups and interested lay persons. Social/personal goals were accorded the highest priority. Information was also gathered on kindergarten Head Teachers' characteristics, and the amount and type of liaison with Junior Schools.

LAWRENCE, [illegible]. "Looking Beyond Ourselves: Aspects of Early Childhood Care in Other Countries" O'Rourke, [illegible]. and Clough, J. (eds.) Early Childhood in New Zealand. Auckland: Heinemann Educational Books (NZ) Ltd., 1978.

Some characteristics of early childhood care and education in France, Switzerland, Sweden, Israel, Hungary, U.S.S.R., China, U.S.A., U.K., and Australia which have some relevance for the New Zealand scene.

McALPINE, D.M. "Early Childhood Education: Some Overseas Observations", A paper presented at the Massey University Extension weekend seminar, 'Arahina', Martin, 1975.

McDONALD, D.J. "The Anatomy of Semi-Profession: Residential Child Care", New Zealand Social Work, Vol. 1 (1), 1977.

The paper attempts to outline the sociology of the residential child care vocation. Contends that failure to face contextual issues has helped the depression of residential work as a career. Recruitment, training, staff development and deployment are seen as interdependent, and greater attention to these matters is essential for increased professionalisation of residential social workers.

McDONALD, D.J. "Perceptions of Residential Child Care in New Zealand", Unpublished MA study in Education: Massey University, 1977.

McDONALD, Geraldine. "Individual, Community and Formal Voluntary Association: a Study of the Members of Two Playcentres", Unpublished MA thesis in Education: Victoria University of Wellington, 1969.

The members of two playcentres in a new housing area were surveyed by postal questionnaire (78) and a sample of this by personal interview (58) using Homans' model of the human group. The study showed how the playcentre contributed to the formation of a new community and how the characteristics of the women in the community contributed to the working of the playcentre. The study gives information on the involvement of women in running the playcentres and in taking courses in parent education.

McDONALD, Geraldine. "Parent, Playcentre and Community", Association for the Study of Childhood, The Role of the Parent in the Education of his Child, Wellington: New Zealand University Press, 1970.

Describes the relationship between the community setting of members and the functioning of two playcentres. Distinguishes three types of community: contract, kinship and emigre, to which playcentre members belonged. The role of the playcentre in building up social networks is discussed with reference to women from the three community backgrounds. Differences between Maori and Pakeha are noted and the role of leadership is discussed.

McDONALD, Geraldine. "Educational Innovation: the Case of the New Zealand Playcentre", New Zealand Journal of Educational Studies, Vol. 9 (2), 1974.

Much of the success of the playcentre movement can be related to a few innovators, the cheapness of playcentres, liaison with agencies for continuing education for supervisor training and interest of mothers in the training course. It is proposed that they train a) to learn more about dealing with their children, and but more particularly, b) to gain further job qualifications without actually leaving their children to do so. Playcentre professionalises the role of the mother and allows a mother to 'work' without actually leaving the home.

McDONALD, Geraldine. "Early Childhood Education: A Position Paper", A paper presented at the Department of Education In-Service Course, Futuna, Wellington, June 1975.

Pre-school education has a female image and has provided a platform for social reform as well as a profession for women. This is changing but still contributes to the low status.

The inclusion of parents in pre-school education in New Zealand means they are more sensitive to a community because they trust and respect parents.

McDONALD, Geraldine. "Family and Pre-school: The Early Years", A paper given at the Auckland Principals Association's Extension Course Lectures on The Family in New Zealand, 1975.

Looks at the influence of families on pre-school and the influence of pre-school on families.

McDONALD, Geraldine. The Education of Young Children in New Zealand: A Bulletin for Schools, Wellington: Department of Education, 1975.

Families' experiences with a free kindergarten in 1895, a playcentre in 1955, a family pre-school in 1966 and a child care centre in 1975 are used to describe the different forms of early childhood centres and the issues surrounding their early days.

McDONALD, Geraldine. "Who Cares for Early Childhood Education and Care?" A paper presented at the N.Z.F.K.T.A. Annual Council Meeting, August 1976.

Outlines a number of trends in a number of countries in the field of early childhood, examines the issue of whether provision of day care centres encourages mothers out of the home, and points out the growing interchange between the different early childhood care and education groups.

McDONALD, Geraldine. "An Overview of Planning for Early Childhood Education and Care", Unpublished paper presented at Department of Education National In-Service Course, Hoghen House, Christchurch, January 1977.

Discusses the important factors affecting the planning of health, care, education and welfare services for young children: (i) the dependency of young children (ii) the role of women vis a vis the care of young children (iii) demographic changes (iv) the amount of money available (v) prevailing ideologies.

McDONALD, Geraldine. "The Provision of Early Childhood Services in Relation to the Changing Role of Women", Two papers (background and oral presentation) presented at NZ/OECD Conference on Early Childhood Care and Education, Massey University, 1978. Background paper in press.

McDONALD, Geraldine. "The Politics of Child Care in New Zealand", A paper presented at the Women's Studies Association Inaugural Conference, Waikato University, 1978.

Discusses the relationships between child care, accepted assumptions, changing structure of the work force and groups pressing for 3 main positions regarding child care: time out, shared parenting and community responsibility.

McDONALD, Geraldine. "A Search for New Approaches. The Relationship Between Communities and the Working of Pre-school Groups in New Zealand", A paper presented at the Conference of the Australian Association for Research in Education, Perth, Australia, 1978.

Studied pre-school groups in 4 different types of community and found that the community setting did influence the way the pre-schools functioned.

McMILLAN, Bruce. "The New Zealand Playcentre Movement: Pre-school Education Provided by Parents", International Journal of Early Childhood, Vol. 9 (2), 1977.

A description of the movement for overseas readers.

MARTIN, Anne B. "Playcentre Education in New Zealand: Its Philosophy and Supervisor Training Schemes," Unpublished DipEd thesis: University of Auckland, 1969.

This study on playcentre education in New Zealand is concerned with two major aspects a) the philosophy of playcentre and its adherence to theories of selected educationalists, b) supervisor training schemes.

MEADE, Anne. "A Descriptive Survey of New Zealand Early Childhood Care and Education Services", A background paper prepared for the New Zealand/ OECD Conference on Early Childhood Care and Education, Massey University. (Available from the Department of Education), 1978.

Leaders and senior staff members of 16 government and voluntary organisations involved in providing early childhood services were interviewed mainly to gather factual material about their services; but also to seek their opinions on cooperation and coordination of services.

MEADE, Anne. (ed.) "Child Care Centre Studies", A background paper prepared for the New Zealand/ OECD Conference on Early Childhood Care and Education, Massey University. (Available from the Department of Education), 1978.

Case studies of four child care centres.

MEADE, Anne. "Co-operation Among Early Childhood Services: Some Research Findings", A paper presented at the NZ/OECD Conference on Early Childhood Care and Education, Massey University, 1978. In print.

Using three surveys, the paper looks at the issue of co-operation between services from the point of view of administrative leaders, staff and parents.

MEADE, Anne. "An Organisational Study of the Free Kindergarten and Playcentre Movements in New Zealand", Unpublished PhD thesis in Sociology, Victoria University of Wellington, 1978.

The two pre-school movements were examined to see how decision-making processes affected the availability and acceptability of pre-school education.

MEADE, Anne. "Consequences of Organisational Differences in Pre-school Movements", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.

Organisational differences in funding, programme, structure and allocation of resources affect the level of bureaucratization of the movements. It is predicted that neither organisation will move into day care much further.

OFMAN, M.L. "Montessori Education", Unpublished DipEdPsych thesis, University of Auckland, 1978.

OLSSON, T. "The New Zealand Early Childhood Services Scene", Kindergarten Education, July 1978.

The Chairman of the South Australian Childhood Services Council describes his impressions of New Zealand services gained at the UNESCO/OECD Conference on Early Childhood Care and Education.

O'ROURKE, Maris. "Early Childhood Education in New Zealand: A Discussion of the Issues", Unpublished paper, Auckland Teachers College, 1975.

The three main arguments in favour of pre-school education are outlined and questions of timing, age of children, location of services, training, finance, and ultimate responsibility examined.

The paper concludes with three main points - the necessity for: availability of choice; government responsibility; and comprehensive planning.

O'ROURKE, Maris. "Daycare - Has It a Role in Prevention or Intervention of Deviant Development?" Proceedings of Early Intervention in Early Childhood Development and Education, Department of University Extension, Massey University, February 1977.

An article examining the possibility of day care playing a preventive or intervention role in deviant development. The rationale for early intervention is presented; and 3 groups who might benefit from day care are outlined. Four programmes - the Helen Deem Centre; Te Kohanga-Knighton Normal Pre-school Unit; Barnado Child Care Centre; and Ward 12 Auckland Hospital - are examined. The paper concludes that day care can play a preventive and intervention role if flexible, colloborative, and aimed at families.

O'ROURKE, Maris. "Early Childhood Services - Current Provisions and Training", Unpublished paper, Auckland Teachers College, 1978.

A booklet comprising a broad overview of early childhood services in New Zealand and outlining the experiences that 10% of our population, the under-fives, may have with institutions. Topics covered in a factual and statistical manner are the Department of Health e.g. Plunket, hospitals, Child Health Clinics; the Department of Social Welfare e.g. fostering, adoption,

institutional care, child care centres; the Department of Education e.g. kindergartens, playcentres, advisory services, correspondence school, the New Zealand Broadcasting Corporation e.g. radio and television; and the Family. Lack of provision is pointed up.

PRESTON, D. "Child Care Centre Cost Statistics", (The Treasury). A background paper (revised) for the New Zealand/OECD Conference on Early Childhood Care and Education, Massey University, 1978.

RENWICK, Margery. Going to School: A Guide for Parents, Wellington: NZCER, 1978.
A booklet based on findings from the Going to School research project designed to give guidance to parents with a child about to start school.

RENWICK, Margery. John Goes to School, Wellington: A.H. and A.W. Reed, 1978.
A case study relevant to the Going to School research project.

RENWICK, Margery. "Going to School", A paper presented at the New Zealand/OECD Conference on Early Childhood Care and Education, Massey University, 1978. Also presented to the World Education Fellowship, Adelaide, Australia, 1978.
An interim report from the Going to School research project, highlighting some of the issues which divide pre-school teachers, new entrant teachers and parents.

RITCHIE, Helene R.P. "Women Students With Pre-school Children and the Early Childhood Education Facilities Available to Them: An Exploratory Study", Unpublished MA thesis in Education: Victoria University of Wellington, 1976.
The thesis describes and analyses some aspects of a group of women students at Victoria University who had pre-school children. It explores the adequacy - suitability and proximity - of the early childhood education facilities available. It was found that the women were 'typical' of New Zealand families except for their high SES level and they made multiple use of facilities to cope with their commitments and to meet expectations about their children's socio-emotional and intellectual developmental needs.

RITCHIE, Jane. "Te Kohanga: a Research Oriented Experimental Pre-school", Pre-school Education, Vol. 4 (2), 1974.

RITCHIE, Jane. "Te Kohanga - A Pre-school for Children in Need", The New Zealand Speech Therapist's Journal, Vol. 30 (2), 1975. Also in Playcentre Journal, No. 34, 1975.
Describes an experimental project in pre-school education for Maori children who would not otherwise receive pre-school experience.

RITCHIE, Jane. A Chance to be Equal, Whatamongo Bay, Queen Charlotte Sound: Cape Catley Ltd., 1978.
Reports on the Te Kohanga experimental pre-school centre.

SAINSBURY, N.E. "New Zealand Attitudes to Early Childhood Care and Education as Reflected in Law and Government Administration", A background paper for the NZ/OECD Conference on Early Childhood Care and Education, Massey University, February 1978.
Social conditions and historical events are related to the law and government regulations relating to early childhood services.

SAUNDERS, Eileen. A Guide to Adoption in New Zealand, Wellington: A.H. and A.W. Reed, 1971.
Covers all the salient points of adoption in New Zealand. Points out the lack of indepth home studies in this country.

SHALLCRASS, J. Educating New Zealanders, Wellington: A.H. and A.W. Reed, 1969.
A book of essays based on radio talks given by the author.

SHALLCRASS, J. "Before Its Too Late", New Zealand Listener, No. 1651, June 21 1971.
Talks of the need for improved child care centres.

SMITH, Anne B. "The Case for Quality Day Care in New Zealand - Liberation of Children and Parents", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.
An argument for improved child care settings as part of early childhood education, describing the Dunedin Community Child Care Centre (full day - care and organised family day care) as an example.

SMITH, Anne B. and BAIN, Heather. "Dependency in Day Care and Playcentre Children", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978. Also in New Zealand Journal of Educational Studies. Vol. 13 (2), 1978.
A study comparing the behaviour of children in day care with that of children in playcentres.

SMITH, Anne B. "Evaluation of the Dunedin Community Child Care Centre", Otago University, in progress.

SOCIETY FOR RESEARCH ON WOMEN IN NEW ZEALAND (INC.), Auckland Branch. Child Care in Auckland, Auckland, Society for Research on Women in New Zealand (Inc.), 1974.
An interim report from two study groups.

SOCIETY FOR RESEARCH ON WOMEN IN NEW ZEALAND (INC.). Child Care in a Wellington Suburb, Wellington Branch: Society for Research on Women in New Zealand (Inc.), 1975.
The survey of 152 mothers in one dormitary suburb revealed that whilst over half of the mothers had worked at some stage since having children, their main desire was for occasional child care.

SOCIETY FOR RESEARCH ON WOMEN IN NEW ZEALAND (INC.). Child Care in a Waikato Town, Auckland Branch: Society for Research on Women (Inc.). In print.

SOLNIK, Tama. "Support and Advisory Services for Child Care Centres", A background paper prepared for the New Zealand/OECD Conference on Early Childhood Care and Education, Massey University. (Available from the Department of Education), 1978.
Reports on a survey of child care centre supervisors regarding the support they get from outside bodies.

STELL, J.W. "Child Care in Dr Barnado's: A Decade of Change 1963-1973", Unpublished MA thesis: Auckland University, 1974.

SUTHERLAND, N. "Day Care Centres ....Do We Care Enough?" Parents Centres Bulletin 60, August 1974.

TEMBO, L.P. "The Otago and Southland Play Centres' Association: An Historical Outline of the Association from 1949-1965, and an Examination

of its Principles and Practices", Unpublished MA thesis in Education: University of Otago, 1970.

THOMSON, Jane. "Fostering", Playcentre Journal, No. 42, 1978.
Answers three questions: What is foster care? What is it like being a foster parent? How can playcentres and playcentre parents help?

TOY, Ann M. "Pre-school Education in Levin", Unpublished DipEd thesis: Massey University, 1971.

VARCOE, Phyllis M. "Pioneers of the Kindergarten Movement in New Zealand", Kindergarten Education, June 1975; and Kindergarten Education, October 1975.
A brief historical biography of the first President, Mrs Rachel Reynolds, the first secretary, Miss L.J. Kelsey, and Dr Rutherford Waddell.

WADE, T.A. "Promotion Patterns in the Junior School", Unpublished DipEd dissertation: University of Auckland, 1978.
A survey was undertaken to see what patterns in promotion policies existed in 29 primary schools in the Auckland Education Board. A great number of variables were found which affect promotion or retention of children in the junior school. At its best, promotion is an individual thing and each child needs to be considered on his/her merits.

WOMEN'S ADVISORY COUNCIL OF THE NEW ZEALAND LABOUR PARTY. First Steps Taken Towards Help for Child Care Centres, Women's Advisory Council Report, 1974.

WOMEN'S ELECTORAL LOBBY (GISBORNE). Child Care in Gisborne, A report prepared by Judie Allum, Women's Electoral Lobby, 1975.

WOOD, Elsa. "Child Care in Hospitals", Parents Centres Bulletin 59, June 1974.
Reports on a world study tour studying maternal deprivation and voluntary work in hospitals.

ETHNIC STUDIES

BROOKS, I.R. "A Cross-cultural Study of Cognitive Abilities in Maori and Pakeha 4-year olds", Unpublished MPhil thesis in Psychology: University of Waikato, 1973.

CLAY, Marie M. "The Development of Morphological Rules in Children with Differing Language Backgrounds", New Zealand Journal of Educational Studies, Vol. 9 (2), 1974.

Four groups of children aged 5.4 to 7.3 were tested on a Morpheme Completion Test. Maori and Samoan children had higher error rates. The Optimum English group mastered rules earliest.

CLAY, Marie M. "Polynesian Language Skills of Maori and Samoan School Entrants". Bray, D.H. and Hill, C.G.N. (eds.) Polynesian and Pakeha in New Zealand Education, Vol. II. Auckland: Heinemann Educational Books (NZ) Ltd., 1974.

Maori and immigrant children from Western Samoa in Auckland new entrants classes were studied to ascertain their understanding and use of Maori or Samoan as well as understanding and use of English.

DENEE, Edite M.L. "Mother-child Interaction at an Ethnically Mixed Auckland Playcentre: An Exploratory Study", Unpublished research essay in Anthropology: University of Auckland, 1972.

The essay is an attempt to examine some categories of interaction between mothers and children in two different ethnic groups. Two specific aspects of interaction were isolated - inclusive versus exclusive behaviour, and verbal versus non-verbal behaviour. These behaviours varied across the ethnic groups.

IRVINE, Denise. "Will This Maori Pre-school Have the Answers?" Parents Centres Bulletin 62, April 1975.

Describes Te Kohanga in operation and the goals and methods of this experimental pre-school.

JAMIESON, Penny. "The Language Education of Tokelauan Children", Migration and Health in New Zealand, Proceedings of a seminar on migration and related social and health problems in New Zealand, Wellington Hospital (Epidemiology Department), July 1975.

Also published as "Second Language Education of Young Children", set 77, No. 1, 1977.

A report on a research project into child second language learning. The results suggest insights into the relation between first language knowledge and second language acquisition and approaches to ESL work with young children.

JAMIESON, Penny. "The Early Acquisition of English as a Second Language". A paper presented at the First Linguistic Society Conference, Auckland, 1976.

An examination of the linguistic issues that are significant in the assessment of second language skills and a discussion of the methodology appropriate for such assessment.

JAMIESON, Penny. "The Acquisition of English as a Second Language by Young Tokelauan Children Living in New Zealand", Unpublished PhD thesis in English: Victoria University of Wellington, 1976.

The thesis reports an investigation into the language skills both first and second language of 5 and 7 year old Tokelauan children, together with an analysis of the socio-linguistic factors that affect second language acquisition.

JAMIESON, Penny. "Acquisition of Communicative Competence by Children Learning a Second Language", A paper presented to the AULIA XVIIIth Congress, Wellington, 1977.

The paper describes an investigation into the ability of young children who are speakers of English as a second language to communicate with each other and with native speakers, and suggests that difficulties not only relate to the English language skills of the ESL children, but can also be traced to the position of ESL children as members of a linguistic minority.

McDONALD, Geraldine. "Pre-school and Parent Education for Minorities", Association for the Study of Childhood, Equality of Opportunity through Education, Wellington: Association for the Study of Childhood, 1972.

Describes the beginnings of pre-school education amongst Maori people and gives the characteristics of pre-school groups with Maori mothers in them. The author argues that both Maori mothers and their children should be involved in pre-school education. If our aim is equality, then we should support self-determinism for Maori groups and educational and job opportunities for the mothers.

McDONALD, Geraldine. Maori Mothers and Pre-school Education, Wellington: NZCER, 1973.

103 Maori mothers were interviewed to trace the effects of their minority group status and their membership of a pre-school group on the women themselves and on the pre-school.

McDONALD, Geraldine. "Pre-school Education and Maori Communities: a Matter of Values", Bray, D.H. and Hill, C.G.N. (eds.) Polynesian and Pakeha in New Zealand Education, Vol. II. Auckland: Heinemann Educational Books (NZ) Ltd., 1974.

The author discusses areas where pre-school values differ from Maori values. She found the majority only half believed in free play and in permissive discipline but neither did many Pakeha mothers. There was greater acceptance by those with higher education and by those embedded in a kinship network.

McDONALD, Geraldine. "The Maori Concepts of Tapu and Noa in Relation to Pre-school Groups", in Bray, D.H. and Hill, C.G.N. (eds.) Polynesian and Pakeha in New Zealand Education, Vol. II. Auckland: Heinemann Educational Books (NZ) Ltd., 1974.

When a pre-school functions on a marae the placement of indoor and outdoor equipment will be influenced by the size of the marae and which areas are tapu. Other uses of the marae must be considered, e.g., tangi.

McDONALD, Geraldine. "How Goes it for the Maoris?" A paper presented at a Seminar: Early Childhood Education in New Zealand, What is it? Massey University, 1976.

On the basis of non-random visits to pre-school groups serving Maori communities, the author reviews what is happening in the mid-1970's and concludes that there is a loss of heart. They need help in the form of support for their own efforts.

McDONALD, Geraldine. "A Foot in Both Worlds", Australian Journal of Early Childhood, Vol. 3 (4), 1978.

Describes efforts made via pre-school education to help Maori children live successfully in both Maori and Pakeha worlds. Three approaches - compensatory, task force and self help - are outlined and an example of the third, Maori Family Education pre-schools is described.

McDONALD, Geraldine. "Working with Maori and Polynesian Mothers", A paper presented to the Manukau Institute for Educational Research, 1978.

McDONALD, Geraldine. Maori Family Education Project Reports: 1-6, Wellington: NZCER, 1976-1978.
A series of 6 reports deals with the development of a training scheme for mothers and grandmothers in the Maori Family Education Association. The project was a cooperative venture by NZCER and Maori women and an effort was made to work out Maori ways of doing research.

MANN, Alison. "Recognition Leads to Involvement", Playcentre Journal, No. 36, 1976.
A study of one Auckland playcentre led the author to conclude that Maori mothers only readily become involved in playcentre when recognition is given to the unique way in which Maori groups function.

MANN, Alison. "Comparative Study of Maori and European Mothers' Participation in an Urban Playcentre", National Bulletin, Society for Research on Women, October 1975.

METGE, Joan and KINLOCH, Patricia. "Talking Past Each Other: Problems of Cross-cultural Communication", A paper presented at the NZ/OECD Conference on Early Childhood Care and Education, Massey University, February 1978. Also published Talking Past Each Other, Wellington: Price Milburn, 1978.
Suggests that one of the reasons why Polynesian families don't take advantage of early childhood services is that important cultural differences are often not recognised.

MITCHELL, D.R. "Cultural Deprivation: A Review of the Literature and a Comparison of Deprived and Non-Deprived Five-Year-Old Children", Unpublished DipEd thesis in Education: University of Canterbury, 1968.
Forty 5½ year-old children, nearly half of whom were Maoris, were classified as culturally advantaged or disadvantaged. The two groups were compared on the basis of cognitive, social-emotional, health, and family background factors.

PODMORE, Valerie N. "Polynesian and Pakeha New Entrant School Children's Behaviour: An Observational Study", Unpublished MA thesis in Education, Victoria University of Wellington, 1978.
The study was designed to record (on video tape) individual, sex and ethnic differences in 'academic survival skill' behaviours of 96 5 year old Pakeha, Maori and other Polynesian children, and to correlate such behaviours with reading achievement. Results showed certain academic survival behaviours were predictive of achievement; boys and girls differed in academic survival skills as did different ethnic groups.

RITCHIE, James E. and Jane. "The Maori Child-rearing System", Robinson, G.H. and O'Rourke, B.T. (eds.) Schools in New Zealand Society, A Book of Readings, Australia: John Wiley and Sons Australasia Pty. Ltd., 1973.

RITCHIE, Jane. "Children of Families in Need", A paper given at the Auckland Principals Association's Extension Course Lectures on The Family in New Zealand, 1975.

Discussed in general terms parents who cannot achieve or organise a place in a pre-school even though they would like their child to attend. This describes the Maori families attending Te Kohanga experimental pre-school as well as the programme run at Te Kohanga.

ST. GEORGE, Alison M.E. "The Pacific Infants Performance Scale: Some Preliminary and Comparative New Zealand Studies", Unpublished BPhil thesis in Psychology: University of Waikato, 1972.

THOMAS, D.R. "Communication Patterns Among Pakeha and Polynesian Mother-child Pairs: The Effects of Class and Culture", New Zealand Journal of Education Studies, Vol. 13 (2), 1978.

Fifty-nine mother-child pairs were observed in a structured teaching situation. The children were aged 3½ to 5 years and the pairs were from Maori, Cook Island and Pakeha families.

THOMPSON, Beverley. "Teaching Young Polynesian Children", Bray, D.H. and Hill, C.G.N. (eds.) Polynesian and Pakeha in New Zealand Education, Vol. II, Auckland: Heinemann Educational Books(NZ) Ltd, 1974.

Describes the programmes and methods to teach 4-8 year olds in an isolated East Coast community and 7-9 year olds in an inner city area and concludes that they were successful in both schools with a high proportion of Polynesians.

FAMILY LIFE (Includes Child Rearing)

BEGG, N.C. The New Zealand Child and His Family, Christchurch: Whitcombe and Tombs for the New Zealand Plunket Society, 1970.
A reference book for parents on child development.

BLACKBURN, Muriel. "The Child, the Family and the Community", Playcentre Journal, No. 25, 1973.
The child, his place in the family and the place of the family in society is changing all the time. Playcentres help relieve the alienation felt by many families.

CLAY, Marie M. and ROBINSON, Viviane M.J. Children of Parents Who Separate, Wellington: NZCER, 1978.
A comprehensive three stage study which investigated 1) the proportion of children in Auckland primary schools who do not live with two parents, 2) family life prior to and after parents separate, and 3) family relations from the child's perspective.

CAVIN, A.P. "Mothering and Selected Distorted Forms: A Review of Research", Unpublished DipEdPsych thesis: Auckland University, 1975.
Three selected dimensions of distorted mothering behaviours - over protection, rejection and child abuse - were reviewed with the purpose of identifying the origins of such behaviours, characteristic patterns of mother-child relationships, resultant child behaviours and the effectiveness of therapeutic methods.

HANSEN, Jennifer. "Mother and Pre-school Children", Unpublished DipEd thesis: University of Auckland, 1978.

HOUSTON, S. (ed.) Marriage and Family in New Zealand, Wellington: Sweet and Maxwell, 1970.
A collection of readings.

LAWRENCE, P.J. "The Family and Intellectual Development", Delta 9, 1971.
Variables within the environment created by the ways in which families function - from general 'atmosphere' to routines and rituals.

McDONALD, Geraldine. "Women and Children", A paper presented at a University of Waikato Extension Course on The Role of Women in Society, Gisborne, 1976. Revised paper published as "Maternal Deprivation - Fact or Fallacy", set 77, No. 1, 1977.

It is women's relationship to children and other dependants which has the greatest effect on what women can do in society. Some of the restrictions are unnecessary and have arisen because of misinterpretations of Bowlby's ideas on maternal deprivation. The effects of the myths about the relationship between women and children on the provision of day care during this century in New Zealand is discussed. The needs of children tend to get muddled up with the desires of adults.

McDONALD, Geraldine. "Maternal Deprivation - Fact or Fallacy?" 1977. set 77, No. 1, 1977 and Delta 21, 1977.

The author re-evaluates the 'maternal deprivation' theory and concludes that it is the quality of child care that counts, not whether it is carried out in the home or not.

McDONALD, Geraldine. "Children: Their Changing Needs", Health, 29 (1), 1977.

Our ideas about what children need to change with changes in society; for example, do children need to be with their mothers constantly in their early years?

O'NEILL, D.P., HUDSON, R., BOVEN, R., O'CONNELL, B.M., DONNELL, A.A.

Ex-nuptial Children and Their Parents, Department of Social Welfare, Wellington: Government Printer, 1976.

A descriptive study of illegitimate children and their parents.

RITCHIE, James E. and Jane. Child Rearing Patterns in New Zealand, Wellington: Reed, 1970.

The first study of child-rearing patterns in New Zealand replicates an American study. The findings are presented in language suited to parents and students.

RITCHIE, Jane. "Conformity and the New Zealand Family (effect on child-rearing practices)", Delta 9, November 1971.

RITCHIE, Jane and James E. "Child-rearing Patterns: Generalisations", Robinson, G.H. and O'Rourke, B. (eds.) Schools in New Zealand Society, A Book of Readings, Australia: John Wiley and Sons Australia Pty. Ltd., 1973.

RITCHIE, Jane. Growing up in New Zealand, Sydney: George Allen and Unwin Ltd., 1978.

ROSEMERGY, Margaret R. "Child Care and the Growth of Love in 1967", Association for the Study of Childhood, What Do We Really Know About Child Development, Wellington: New Zealand University Press, 1967.

SOCIAL DEVELOPMENT COUNCIL. Housework and Caring Work: Can Men Do Better? Wellington: Social Development Council, 1977.
One of a series of discussion documents intended to build into a 'family policy package'.

SOCIAL DEVELOPMENT COUNCIL. Family Finances: Can the Community Do Better? Wellington: Social Development Council, 1977.
One of a series of discussion documents intended to build into a 'family policy package'.

SOCIAL DEVELOPMENT COUNCIL. Families in Special Circumstances, Wellington: Social Development Council, 1978.
There are a series of five papers on families in special circumstances: migrant families, solo parent families, large families, stepfamilies and families caring for dependents. They are a series within a series.

SWAIN, David A. (with Margaret Mead and others). "Identifying the family", New Zealand Listener, 2 August 1975.
Transcript of separate interviews with David Swain, Margaret Mead, James Ritchie and others edited to form a radio programme on the present state and future prospects of families in New Zealand and elsewhere.

SWAIN, David A. "Family and Marriage in New Zealand", Background Papers for the Prime Minister's Conference on Women in Social and Economic Development, Wellington: Committee on Women, 1976.
Short review paper on available demographic and sociological information about families, marriages and related topics in New Zealand. Some short material on trends and social policy implications.

SWAIN, David A. et al. Bringing Up Children in New Zealand: Can We Do Better? Wellington: Social Development Council, 1977.

This paper was prepared by the Working Party on Family Policy of the S.D.C. David Swain was a senior author, others sharing responsibility for this paper are listed. The series of papers on the family of which this was the first arose from a review of the social consequences of equal pay and are intended to build into a 'family policy package'. This paper deals with parenthood and parent education in New Zealand. It reviews the available data and discusses the major findings in terms of implications for public policy and action in the area of parent education.

SWAIN, David A. "The Sociology of the New Zealand Family: What do We Think We Know?" Proceedings of the Third Annual Conference of the New Zealand Demographic Society, Wellington: New Zealand Demographic Society, December 1977.

The issue of what we think we know about families in New Zealand is considered under the subheadings of Government, lay opinion and professionals' views and it is argued with illustrations from areas such as child abuse, divorce and infant mortality that what we think is the situation is not always (or even sometimes) correct. What we do reliably know is then summarised under the headings of demographic bones and sociological flesh, with the conclusion that we have much to learn and no certain prospects of learnings.

SWAIN, David A. "What's Happening to the New Zealand Family?" O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.

This paper was actually written and presented to a conference in 1974 but publication of the conference papers was delayed. It is now somewhat outdated. It falls into two parts: the first part covers New Zealand data on aspects of the family, and the second covers alternative lifestyles and future trends.

TOLLEMACHE, E.M. "Fostering - Three Voices", The New Zealand Social Worker, Vol. 5 (3), 1969.

Two personal accounts from foster mothers with a response from a senior child welfare officer.

HANDICAPPED CHILDREN:

BARNEY, W.D. "Survey of A-typical Children attending Kindergarten and Playcentre", (mimeo) University of Auckland, 1965.

BARNEY, W.D. "Study of the Effectiveness of the Integration of Small Groups of Physically Handicapped Children Into Regular Kindergartens" Auckland University, in progress.

BRAY, Anne D. "The Early Development and Home Environment of Down's Syndrome Children" Otago University, in progress.

BUTCHER, Jocelyn M. "Verbal Association and Intellectual Functioning in Normal and Subnormal Children", Unpublished MA thesis in Education: Victoria University of Wellington, 1972.

Fourteen subnormal children were matched with 14 normal children of the same chronological age and 12 normal children of the same mental age to investigate Luria's hypothesis on verbal associations. It was expected that mentally retarded children would respond more on the basis of sound than meaning. The tests did not provide a clear-cut differentiation between normal and subnormal children.

BUTLER, Dorothy. "Cushla: a Case Study: Three years of Enrichment in the Life of a Handicapped Child," Unpublished DipEd thesis: University of Auckland, 1975.

This investigation consists of a study, from birth to 3 years 9 months, of a child who was born with multiple handicaps. Her condition is the result of a genetic defect known as "translocation of chromosomes". It is hoped that the study will provide a useful example of a child who has much in common with other multi-handicapped children and who, through the chance endownment of intelligent and courageous young parents, is being helped to cope with, if not surmount, formidable handicaps.

BUTLER, Dorothy and CLAY, Marie M. "The Diagnostic History of a Handicapped Child," A paper presented at the NZ/OECD Conference on Early Childhood Care and Education, Massey University, February 1978.

Describes the case history of Cushla and the services used to support the family with their handicapped child.

CLAY, Marie M. "Developmental Guidance for Young Handicapped Children", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.

A case for specialists in the psychological development of young children to be included in the guidance network for young families is made.

HALLINAN, P. "Working with Parents of Handicapped Children: The Role of the Medical Profession," New Zealand Medical Journal, Vol. 84, No. 574, 1976.

HALLINAN, P. "Young Children with Hearing Loss: A Pilot Survey", New Zealand Journal for Teachers of the Hearing Impaired, Vol 6 (1), 1977.

Reports on a survey of 94 Christchurch families with young handicapped children.

HALLINAN, P. "The Views of Some Parents of Young Handicapped Children on the Psychological Service of the Department of Education," Journal of New Zealand Psychological Service Association, No. 3, 1978.

HALLINAN, P. "Thursday's Child Has Far to Go: Counselling Parents of Handicapped Children", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.

This article surveys the experiences and attitudes of 94 Christchurch families with handicapped children in early childhood. The paper focusses particularly on interaction between parents, the helping professions, and the voluntary societies.

IRVINE, J.W. and WILTON, K.M. "Early Intervention: An Alternative View," Australian Journal of Mental Retardation, Vol. 5, 1978.

An examination of the conceptual basis and rationale of early intervention programmes for mentally retarded children and their families.

KAPERICK, D.P. "The Maladjusted Child in a Maladjusted World", New Zealand Social Worker, Vol. 8 (2), 1972.

KEAN, June. "The Development of Social Skills in Autistic Twins," New Zealand Medical Journal, February 1975.

This case study describes the development of social skills in autistic identical male twins,

during a year's attendance, as over-age placements, at their local kindergarten. Management techniques were based on behavioural principles; and a team approach was employed.

MARSH, R.W. "The Probable Limits of Early Interaction Programmes for the Substantially Intellectually Retarded," Proceedings of the Conference of the A.A.R.E., Canberra, 1977.
The literature is reviewed and it is concluded that there are finite upper limits to such programmes and that these are not high - but they may have some value in preventing further decline.

MARSH, R.W. "The Diagonosis, Epidemiology and Aetiology of Childhood Schizophrenia," Genetic Psychology Monograph, Vol. 95, 1977
Individual data on health, family history, and behavioural characteristics showed that its incidence is slight, that their intellectual potential is over-rated, and that it is the result of a multi ausal frausectional process.

MARTIN, Nina. "Study of an Autistic Child", Playcentre Journal, No. 18, 1970.
A description, written by the Supervisor, of an autistic child's behaviour at playcentre.

MITCHELL, D.R. "Parent-child Interaction in the Mentally Handicapped," Berry,P.B. (ed.) Language and Communication in the Mentally Handicapped, London: Edward Arnold, 1976.
Reviews the literature on dyadic interactions involving mentally handicapped children and their parents and sets up a framework for portraying the principal classes of input which bears upon the members of such dyads.

MITCHELL, D.R. "Mentally Handicapped Children in Structured Dyadic Communication Situations with Parents", Unpublished PhD thesis, Manchester University, 1976.
Mittler P. and Hogg J. (eds.) Advances in Mental Handicap Research, London: Wiley, in print.)
Reports on the results of a fine-grained analysis of interactions between eight mothers and eight fathers and their 4½ year-old Down's Syndrome children.

MITCHELL, D.R. "Parents as Teachers of the Handicapped", A research project funded by the Education Department and the Mental Health Foundation, 1978-81.
This project is concerned with evaluating the

effects of an early intervention programme directed at parents of developmentally disabled infants. Surveys of parents' and of professionals' perceptions of handicapped children's needs are being conducted. Video tapes and tape-slide programmes concerned with helping parents and professionals become more proficient in teaching young developmentally disabled children are being produced.

MITCHELL, D.R., MITCHELL, J.W. and LANE, M. "Integrating Intellectually Handicapped Children Into a Regular School Environment: An Initial Evaluation", A paper presented at the Annual Conference of New Zealand Psychological Society, Auckland: and the Education Section of ANZAAS, Melbourne, 1977.

MITCHELL, D.R. and MITCHELL, J.W. "The Parent-teacher Partnership", Intellectual Handicap Review, Vol. 16, 1977.

Reports on the results of a survey of attitudes held by children, parents, and teachers regarding the integration of moderately subnormal children into a regular intermediate school. Data on playground observations are also reported.

MOOTEN, Patricia. "The Psychological and Developmental Problems of Congenitally Blind Pre-School Children," Unpublished DipEdPysch thesis: University of Auckland, 1974.

Focussed on the psychological and developmental problems of congenitally blind children aged 0-5 years. The study aimed to present and evaluate a sample of the most relevant research findings, experimental programmes, clinical studies and literature for parents. The intention was to relate the literature to New Zealand and describe practical reference work.

NELSON B. "Changing a Behaviour," Parents Centres Bulletin 54, March 1973.

Discusses techniques for modifying behaviour patterns and describes the McKenzie School in Christchurch for children with disturbed behaviour patterns.

PANCKHURST, Fay and John. "Survey of Children with Special Needs in New Zealand Kindergartens", Wellington Teachers College and Victoria University of Wellington, 1977.

PARSONS, M.B. "Integration of Deaf Children", New Zealand Speech Therapy Journal, Vol. 25 (2),

1970.
A discussion about the desirability of educating deaf children with their hearing peers and indicating ways integration can be achieved.

PARSONS, M.B. "The Hearing - Handicapped", Hamill, S.J. and Mitchell, D.R. (eds.) Issues in New Zealand Special Education, Auckland: Hodder and Stoughton, 1972.
An overview of the problem of deafness in children and the educational provision for deaf children in New Zealand.

PARSONS, M.B. "The New Zealand Approach to Screening Babies for Deafness", Volta Review, Washington: Alexander Graham Bell Association for the Deaf, April 1973.
An overview of the New Zealand screening procedures for babies in the first year of life.

PARSONS, M.B. "Helping our Deaf Children," Wellington: NZCER, 1973.
A book designed for parents of deaf children to assist their efforts to help their children develop effectively.

PARSONS, M.B. "Aspects of Behavioural Tests of Hearing, Parent Guidance and Educational Placement for Children with Impaired Hearing", Journal of Oto-laryngological Society of Australia, December 1974.
An overview of teaching and guidance procedures with special consideration of the behavioural characteristics of multiple-handicapped deaf children.

PARSONS, M.B. "Aspects of Behavioural Tests of Hearing, Parent Guidance and Educational Placement for Children with Impaired Hearing", New Zealand Journal for Teachers of the Deaf, August 1976.
An overview of testing and guidance procedures with special consideration of the behavioural characteristics of multiple-handicapped deaf children.

PARSONS, M.B. Forty Families: A Study of Deaf Children in their Families, Research report. Department of Special Education, Christchurch Teachers College, 1976.
A report of an indepth study of the attitudes, problems and needs of families of deaf children in Christchurch.

PARSONS, M.B. "How to Check a Hearing Aid", New

Zealand Journal for Teachers of the Hearing Handicapped, August 1976.
A discussion about techniques teachers and parents can use to ensure a deaf child's hearing aid is working effectively.

PARSONS, M.B. "Approaches to the Guidance of Young Deaf Children". Education, Vol. 18, Special Issue, 1977.
A discussion of techniques used in parent guidance with parents of deaf children - the emphasis is on the pre-school years and play is seen as the base for developing a programme.

PARSONS, M.B. "Approaches to the Guidance of Parents of Young Deaf Children", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand. Auckland: Heinemann Educational Books (NZ) Ltd., 1978.
A discussion of techniques used in parent-guidance with parents of deaf children - the emphasis is on play strategies in the pre-school years.

PARSONS, M.B. "Communication - An Attempt to Examine the Quality of Our Education for Hearing - Impaired Children", The Australian Teacher of the Deaf, Vol. 18, Special Issue, 1977.
An overview of the research programme regarding the deaf at Christchurch Teachers College and a consideration of the effectiveness of current practice.

PARSONS, M.B. "Looking at Forty Families and Their Deaf Children of School Age", Journal of the New Zealand Teachers Colleges Association, Vol. 14 (3), 1978.
A summary of a research programme at the Christchurch Teachers College into the problems faced by families with deaf children.

PARSONS, M.B., WILTON, K.M., and WITHEFORD, M.A. "Effects of Residential School Attendance on the Social Development of Hearing-Handicapped Children," New Zealand Journal of Educational Studies, Vol. 13 (1), 1978.
A summary of research into the effects of residential school placement on deaf children by looking at emotional-social development before and after a shift to residential school placement.

PEARL, B.A. "Pre-school-age Spina Bifida Children: Some Attitudes of Their Mothers," Unpublished

MA thesis in Education: University of Auckland, 1973.

Mothers of 32 pre-school aged children with spina bifida were interviewed. In about half the families, the presence of a handicapped child was seen to cause changes in intra-family relationships. Attitudes were affected more by religious profession than any other variable, including the severity of the child's handicap.

SILVA, P.A. "The Assessment of Children with Specific Learning Difficulties". In Proceedings of the Conference on Learning Difficulties, Centre of Continuing Education, University of Auckland, May 1976.

SMART, Rosemary F. "Teacher Factors and Special Class Placement of Mildly Retarded Children", Unpublished MA thesis in Education: University of Canterbury, 1977.
(A research report, co-authored with Keri Wilton and Brian Keeling, is available from Keri Wilton, University of Canterbury.)

Attitudes and personal characteristics of regular class teachers were examined in 16 teachers, each of whom had had a 7- or 8-year old child transferred from their class to a special class (for backward children) and 16 teachers who had children of comparable age and ability in their classes but did not seek special class placement for these children. Significant differences were found between the groups.

STARKEY, C.T. "Programmes for Pre-school Handicapped in New Zealand Kindergartens", Victoria University of Wellington, 1978.

STEWART, D.J. "An Investigation Into Prescriptive Team Teaching as a Means of Training Mentally Retarded Children in Visual Perception", Unpublished MA in Education: Victoria University of Wellington, 1968.

Forty seven children aged 7-12 years in double-unit special classes - one experimental and one control - were chosen to demonstrate that training in visual perception is possible using existing resources, and to demonstrate that traditional grouping into junior and senior classes of educable mentally retarded children may not always be the most educationally efficient method of teaching these children. Results showed that significant improvement in the

perceptual development of mentally retarded children was accomplished by training using team teaching.

STRATON, Elizabeth. "The Dawnstart Project: A Study of Early Intervention for Developmentally Delayed Infants and Their Families", Unpublished report to the Department of Education, Wellington; and the Department of Paediatrics, Wellington Clinical School, 1977.
To be published in New Zealand Medical Journal.

STRATON, Elizabeth. "Improving Rates of Development in a Group of Handicapped Infants: the Dawnstart Project", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services : Some New Zealand Research, Wellington: N.Z.C.E.R., 1978.

A description of the author's work in encouraging the development of very young, handicapped children involving the parents.

STRATON, Elizabeth. "Creating Their Own Minds: A Case for the Cognitive Stimulation of Handicapped Infants," Delta 17, 1975.

STRATON, Elizabeth. "The Dawnstart Project: A Pilot Study of Help for Handicapped Infants", Psychological Service, Department of Education, in progress.

STRATON, Elizabeth. "A Comparison of Methods of Improving Rates of Development in Handicapped Infants," Psychological Service, Department of Education, in progress.

WILTON, K.M. and IRVINE, J.W. "Dietary Intakes of Cultural-familial Mentally Retarded Children and Non-retarded Children of Low and Average Socioeconomic Status," Research report. Available from the author, Department of Education, University of Canterbury. (n.d.)

An examination was made of the daily nutritional intakes (24 hour recall data) of 7 and 8 year old cultural-familial mildly retarded special class pupils and low SES and average SES children of equivalent age who were attending regular classes in the same schools. The retarded children showed significantly lower intakes of almost all basic nutritional substances than did children in the other groups, and the retarded children's intake of several substances was below RDA levels.

WILTON, K.M. "Social Interaction of Intellectually Handicapped Children in Integrated and Segregated Pre-schools," The Exceptional Child, Vol. 24, 1977.

The social participation during free play activities of intellectually handicapped children in regular pre-schools was compared with that of their nonhandicapped age mates in the same pre-schools, and with that of intellectually handicapped children in a special pre-school. While both groups of intellectually handicapped children showed lower levels of social participation than the nonhandicapped children, the intellectually handicapped children attending the special pre-school were significantly lower in terms of social participation than those attending the regular pre-schools.

WILTON, K.M. and BARBOUR, E. Anne. "Mother-Child Interaction in High Risk (Mildly Retarded) and Contrast Pre-schoolers of Low Socio-economic Status," Child Development, Vol. 49, 1978.

Children's activities with their mothers and the techniques used by mothers while interacting with their child were examined in low SES pre-school children from high risk (in terms of cultural-familial retardation) and contrast homes. Significant differences were found between older (30-46 mo) high risk and contrast groups but the differences between the younger (12-27 mo) groups were nonsignificant.

WILTON, K.M. "Research into the Early Development of Mentally Retarded Children," O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland : Heinemann Educational Books (NZ) Ltd., 1978.

A conceptual examination is made of the development of mentally retarded children during the pre-school years, and the current and potential impact of pre-school services for families of retarded children is considered.

INFANT BEHAVIOUR

BRENNAN, M.C. "Auditory and Visual Analyses of Infant Cry Signals", Unpublished DipEd thesis, Massey University, 1977.

BUCKFIELD, Patricia M. "Mother-infant Bonding", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.

CHAMPION, P.R. "An Investigation of the Development of the Mother-Child Relationship in Newborns, with Particular Reference to the Feeding Situation", Unpublished MA thesis in Education: University of Canterbury, 1972.

The study demonstrated the great variability of behaviour which occurs when a mother and child are in a feeding situation. Sensitivity to the infant's needs led to a better relationship, and the pattern of feeding behaviour seemed well established by the first post-natal week.

CULL, T. "A Question of Balance", Parents Centres Bulletin 74, Autumn 1978.

For the newborn, there needs to be judicious balance between the life and health of the mother and baby on the one hand, and the development of a strong attachment bond on the other.

HEFFORD, J.F. "An Examination of Some Relationships Between Blood Glucose 6 Hours After Birth, and Mental and Motor Development at 3 Months and 6 Months", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.

HILL, C.G.N. (with J. KIRKLAND and L. GURR) "Infant Crying: Maternal Discrimination and Phyletic", Massey University, in progress.

KIRKLAND, J. and GURR, L. "A Comparison of Methods for Visually Representing Infant Cry Signals", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.

Discusses in detail four different methods of visually representing the sounds that babies make when they cry.

KIRKLAND, J. Infants Are Brighter Than You May Think. Video film, 25 minutes, Massey University.

KIRKLAND, J. (with Hill, C.G.N. and Gurr, L.) "Auditory Discrimination of Infant Distress Signals", Massey University, in progress.

Two studies focussing on the auditory discrimination of infant cry vocalisations are being carried out. A cry data-base will be collated, classified and validated. Primiparous mothers will be compared with childless married women for their discrimination skills. Finally, auditory judgements with unlabelled signals performed by musically sophisticated subjects in a laboratory setting will be studied.

MARSH, R.W. "The Significance for Intelligence of Difference in Birth Weight and Health in Monozygote Twin Pairs", Victoria University of Wellington, 1978.

PAGE, Anthony. "Mothers and Infants: Early Interaction and Consequences", PhD study in Psychology, Massey University, in progress.

An investigation of the theory that the development of the affectional bond between mother and infant is an instinctual response elicited by certain pre-potent stimulis. The author's research data supports a modified formulation that the mother's face and voice and the infant's orientation towards her are special 'percussions of attachment'. That special stimuli produce instinctual responses, was not supported.

SANDERS, T.J. "Temperal Characteristics of Infant Conditioning", Unpublished MA thesis in Education: University of Auckland, 1978.

SILVA, P.A., BUCKFIELD PATRICIA M.,& SPEARS, G.F. "Some Maternal and Child Developmental Characteristics Associated with Breast Feeding: A Report from the Dunedin Multi-disciplinary Child Development Study", Australian Paediatrics Journal, Vol. 14, 1978.

SLATER, D.B.G. "A Study of Night Waking and Infant Crying; What Do I Do to Stop Baby Crying?" Unpublished MA thesis in Education: Massey University, 1977.

WELLS, J. Elisabeth. ½" Videotape Series on Infant Development. Department of Psychology, Massey University, December 1978.

Two infants were filmed individually at about 1 month intervals from 2-3 months until they could walk and find hidden objects.

These tapes have been edited in Topic Tapes 1) Locomotor Development 2) Cognitive Development 3) Reaching for a Seen Object 4) Tactile Grasping. The development of each infant is shown separately.

WILSON, A.P. "Very Low Birth Weight and Subsequent Development", Unpublished DipEdPsych thesis: University of Auckland, 1978.

A selection of recent universal research findings on very low birth weight and subsequent development was surveyed. Evidence shows that intensive care can both increase the survival and reduce the incidence of serious handicap of infants of very low birth weight. Early intervention of educationalists is recommended.

MEDIA RESEARCH

BARNEY, W.D. "Research on Sesame Street", New Zealand Journal of Educational Studies, Vol. 7 (1), 1972.

Extracts from other evaluations, items relating to language and concept development for discussion.

BARNEY, W.D. "TV Viewing Habits of 3, 4 and 5 Year Old Children", The New Zealand Psychologist, Vol. 2 (1), 1973.

A report of the TV viewing habits of 203 children aged 3, 4 and 5 years. The amount of viewing and popularity of TV was assessed and the effects of TV on language interaction in the home analysed.

FRANCIS, Lauren E. "Junior Class Pupils' Preferences Regarding Children's Books", Unpublished DipEd study, University of Otago, 1975.

Examines the basis for junior class library preferences (N=76), and some characteristics of the books.

GILDERDALE, Betty. "Children's Literature in New Zealand", North Shore Teachers College, in progress.

A survey of writing for children (in the area of fiction) which has a New Zealand setting. It will take a thematic approach, i.e. the treatment of music in children's literature.

GRENFELL, Julie. "Content Analysis of Children's Picture Story Books", Clyde Quay School, Wellington, in progress.

HUBBARD, PAT. "Sex-role Stereotypes in Children's Literature", Playcentre Journal, No. 35, 1976.

A content analysis of 104 books showed that for every female character there were 5 male characters; and their types of activities differed. Males did adventurous things while females mostly did domestic activities.

HUTCHINGS, Beryl. "Sesame Street and Your Child". Playcentre Journal, Vol. 21 (1), 1972.

The parents of 80 children attending 3 pre-school centres filled out a questionnaire about "Sesame Street". Like overseas studies it was felt that watching the programme was beneficial - the more s/he watched the more s/he learned even if mother did not watch too.

O'ROURKE, Maris. "A Content Analysis of 35 Books Popular in Auckland Kindergartens", Auckland Teachers College, in progress.

PANCKHURST, Fay. "Pre-school Children and Television: a Summary of Findings From the Background Study," Mimeo: NZCER, n.d.

RENWICK, Margery. "TV and Five Year Olds", set 77, No. 2, 1977.
A report from the Going to School research project outlining new entrants teachers' views about the effect of television viewing on five year olds.

PARENT EDUCATION

BREW, Helen. "Television and Parent Education", (Submission to Committee of Inquiry into the Uses of Television in Education), Parent Centres Bulletin 47, June 1971.

CALVERT, Barbara. "Parent Education Through Play Centre Groups", Continuing Education, Vol. 3 (1), 1970.
Discusses the kinds of parent education offered and the methods used.

CLAY, Marie M. "Problems of Parent Education", Parents Centres Bulletin 44, August 1970.
Learning to be a parent is a long process extending at least through the childhood of the first and probably the second child.

DINNISS, F.E. "Parent Education: The Question of Effectiveness", Kindergarten Education, February 1975.
There is a lot of discussion about parent education but little is known about how much is available and even less is known about effectiveness. The author outlines the factors he thinks (from experience) are important for an effective course.

HANCOCK, M.W. "Methods in Parent Education", Continuing Education, Vol. 3 (1), 1970.
There are three models used in parent education: teacher active - group passive; teacher/speaker guides - group cooperates; and teacher/speaker contributes equally with the group. The key to effective parent education is communication which involves senders, receivers and messages of various forms presented in a variety of ways ranging from lectures through to buzz sessions.

HARRIS, Beryl. "A Note on the Need to Teach Parenthood in Schools", Kindergarten Education, October 1975.
Presents a case for giving special emphasis to teaching the responsibilities and rewards of parenthood in primary and secondary schools.

McMILLAN, Bruce. "Assessing and Developing the Competence of Parents", University of Otago, PhD study, in progress.

A parent education programme was provided for families (N=50) with their first-born, toddler-aged child, using either group seminar or individual home visit approaches and a variety of pre- and post-treatment assessments.

MORRIS, Beverley. "The Education of Parents of Pre-school Children", Association for the Study of Childhood, The Role of the Parent in the Education of his Child, Wellington: New Zealand University Press, 1970.

PALMER, Margaret A.H. "Programme for Parents on the Teaching of Reading", Education, Vol. 27 (2), 1978.

ROUSE, S. "Parent Education in New Zealand", Unpublished DipEdPsych thesis, University of Auckland, 1978.

SINNOTT, A.M. "Parent Education: Development of a Programme", Unpublished MA thesis in Education: University of Auckland, 1978.

SWAIN, David A. "Effective Parent Education: Where Do We Go From Here?" The keynote address at the Federation of New Zealand Parents Centres Annual Conference, May 1976.

The paper summarises and relates to Parents Centres much of the material which was later to appear in the Social Development Council's paper 'Bringing Up Children in New Zealand: Can We Do Better?'.

SWAIN, David A. "Sez Who? Values in Parent Education: An Ethnical Issue", A paper given at the First New Zealand Parent Education Seminar, January 1975.

A paper designed to initiate discussion and examination of the inevitable role of values in parent education, and to suggest that the issue of values is an important ethnical one for parent educators. No programme can be value free: how do you choose the values is perhaps not as important as how do you warn people what your values might be, so that they can accept or question them as they choose?

PARENT PARTICIPATION

DINNISS, P.E. "Parent Involvement in Pre-schools in Palmerston North and Canberra", Department of University Extension, Massey University, in progress.

MEADE, Anne. "A Survey of Wellington Pre-school Families", Kindergarten Education, March 1977.
Describes the characteristics of kindergarten families in the Wellington area, supplemented by information about some non-users.

MEADE, Anne. "To Playcentre or Not to Playcentre?" Playcentre Journal, No. 41, 1978.
Describes the characteristics of families in one Wellington suburb who do not use pre-school centres and compares them with families who participate in playcentres.

MITCHELL, D.R. "Parent Involvement in the Health, Education and Welfare of Their Children", Cochrane, K.J. and Andrews, R.J. (eds.) The Health, Education and Welfare of Children, St. Lucia, Queensland: Fred and Eleanor Schonell, Educational Research Centre, University of Queensland, 1978.
Argues for a re-evaluation of the importance of the family, recommending that it be viewed as an integral part of the total system of care for the handicapped. Parents should be actively involved in and accurately informed about their children's development.

RENWICK, Margery. "Parent Involvement", A paper presented to the Waikato Institute for Educational Research, 1977.
An interim report from the Going to School research project describing the degree of parent involvement typical in the New Zealand new entrant room.

PARENTS

ANDERSON, D. "The Sense of Identity". Parents Centres Bulletin 55, Autumn 1973.
Concerned with women who did not really want to be mothers.

BARRINGTON, Rosemary and MEADE, Anne. "Parental Viewpoint Study of Early Childhood Services", A background paper prepared for the New Zealand/OECD Conference on Early Childhood Care and Education, Massey University. (Available from the Department of Education), 1978.
One hundred and twenty four parents of 5 year olds participated in taped group interviews in several New Zealand centres. They were asked to describe their experiences of a wide range of health, education and welfare services.

BURDON, B.E. "Parental Attitudes in the Play Centre", Unpublished MA thesis in Education: Massey University, 1971.
The author hypothesized that there would be a shift in parental attitudes during their time of involvement in playcentre, but this was not shown to be so when 133 parents were assessed using the Parent Attitude Survey Questionnaire over a period of time. Parents did differ in attitudes from playcentre attitudes. Playcentre parents were also more likely to be democratic-permissive parents than most New Zealand parents.

BURDON, B.E. "Parents Attitudes in the Playcentres", Playcentre Journal, No. 20, 1971.
An abstract of the author's thesis.

GEDDIS, D.C. "Non-accidental Injury of Children", A paper presented at the NZ/OECD Conference on Early Childhood Care and Education, Massey University, February 1978.
Non-accidental injury forms part of the spectrum of child abuse. The paper describes the multiple factors involved with parents who have difficulty in relating to their children.

GEDDIS, D.C. "Antenatal Identification of Parents Who Might Experience Parenting Difficulties", A paper presented at the NZ/OECD Conference on Early Childhood Care and Education, Massey University, February 1978.
Deals with the questions: 'Can we predict parenting difficulties?' and 'Can we prevent them?'

HEWLAND, Robyn. "Problems of Solo Mothers - A Psychiatrist Comments", Parents Centre Bulletin 71, Winter 1977.

Talks of the importance of support for solo parent families to help our community's children.

LAWRENCE, P.J. "Parental Attitudes", A paper presented at National Supervisors Conference, New Zealand Play Centres Federation, 1972.

Becker's factorial structure of parental attitudes and behaviour is related to the work of Emmerich, Baumrind and Stolz.

MORRISON, A.A. "Development of a Parental Attitude Scale for New Zealand Mothers", Centre for Continuing Education, University of Auckland, in progress.

SOCIETY FOR RESEARCH ON WOMEN IN NEW ZEALAND (INC.), Wellington Branch. The Unmarried Mother: Problems Involved in Keeping Her Child. Wellington: Society for Research on Women in New Zealand (2nd ed.), 1971.

Case studies of unmarried mothers which focussed on their financial difficulties, child care, attitudes of relatives, employers, co-workers and landlords, and on their social life.

SOCIETY FOR RESEARCH ON WOMEN IN NEW ZEALAND (INC.), Auckland Branch. Dual Career Families with Pre-schoolers: How Do They Cope? Auckland: Society for Research on Women, 1978.

Twenty case studies of families in the Waikato which have both parents working.

SOCIETY FOR RESEARCH ON WOMEN IN NEW ZEALAND (INC.), Christchurch Branch. Solo Mothers, Christchurch: Society for Research on Women in New Zealand, 1975.

Investigates whether the solo mother family is at a disadvantage compared with two-parent families. The survey found that their sample did differ from the rest of the population, notably in average income, housing tenure and proportions working full time.

SWAIN, D.A. "Sex and Society: The Nursing Father in the Breastfeeding Triad", A paper delivered at the La Leche League Second National Conference, November 1974.

This short paper looks at the possible relationships between cultural norms and values relating to sex and the potential role of the father in supporting and encouraging breast-feeding as part of the breastfeeding triad of man, woman and baby.

SWAIN, D.A. "First Parenthood: Transition or Crisis?" Parents Centres Bulletin 62, April 1975.

A short review, written for the interested parent, of the literature available on becoming a parent for the first time, suggesting that for most it is a transition - perhaps tumultuous - but not a serious crisis.

SWAIN, David A. (with Eleanor Gibb) First Pregnancy and First Parenthood, Hamilton: Pregnancy and Parenthood Research Project, June 1978.

This is the first report from the Project, outlining the basic findings from Phase 1 of the Project, which was written for and sent to all participants in the Project. It gives basic findings on the various topics spanning pregnancy and the first months after the birth of the first child to about 300 Waikato women.

PRE-SCHOOL TEACHERS: (Includes all early childhood educators and related workers)

ASHBY, G.F. "Some Aspects of Pre-school Education as Viewed by Kindergarten Teachers and Student Teachers", Unpublished MA thesis in Education: University of Otago, 1971.

Role conceptions of first year and second year students in training (N=64) and assistant teachers and head teachers (N=41) were investigated and some significant differences in opinion emerged between the groups.

BARNEY, W.D. "Profile of Manawatu Kindergarten Staff", Pre-school Education, Vol. 2 (1), 1971.

Describes the characteristics of kindergarten teachers in one location.

BARNEY, W.D., BARNEY, Nicola, DUTTON, Sally and DIACK, Elizabeth.

"Relative Status and Contribution of Kindergarten Teachers", Pre-school Education, Vol. 3 (2), 1972.

CAPPER, M. "The Role of the Supervisor in the Community", Playcentre Journal, No. 21, 1972.

Concentrates on the supervisor's role when helping parents in difficulties.

COOPER, M.L. "Aspects of Teaching Behaviour of Kindergarten Teachers", Pre-school Education, Vol. 5 (2), 1976.

COOPER, M.L. "An Investigation into the Teaching Activities of Kindergarten Teachers", Unpublished MEd thesis in Education: University of Waikato, 1976.

Ten teachers in five kindergartens were observed - time allocation and verbal behaviours were examined. Teachers generally spent most time in one area with minor allocations to others - some areas were seldom visited.

Most verbal behaviour was information dissemination talking about the activity in the area and organisational matters. Some evidence showed teachers mostly had superficial communication with children.

The researcher calls for an evaluation of the free activity type of programme.

COOPER, M.L. "The Teaching Behaviour of Kindergarten Teachers", Kindergarten Education, July 1977.
A summary report of some research investigating what kindergarten teachers actually do.

COOPER, M.L. "Interactions in Pre-school Settings: Aspects of Teaching Behaviour in some New Zealand Kindergartens", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.
A study of time allocation and verbal behaviours of 10 kindergarten teachers.

DINNISS, P.E. "Professionalism in Early Childhood Education: Some Trends", A paper delivered at a symposium: Trends and Issues in Early Childhood Education, Wellington: NZCER, June 1974.
In New Zealand there is a trend towards professionalism in early childhood education particularly with regard to length of training, a widening range of responsibility and a willingness to be evaluated.

DONALDSON, C.A. "A Study of Some of the Features of the Spoken Language of Teachers of Children Between the Ages of Three and Seven Years", Unpublished MA thesis in English: University of Canterbury, 1971.

HALL, A.W. "A Study of Aspects of the Verbal Behaviour of Kindergarten and Playcentre Teachers", Unpublished MA thesis in Education: University of Waikato, 1976.
The verbal interaction between teachers and children in 5 playcentres and 5 kindergartens were recorded on tape and analysed. There was no difference between kindergarten and playcentre teachers' verbal behaviour. Former primary teachers made more verbal moves and were more verbally active.
In general the cognitive stimulation by teacher verbal behaviour was not great. Teacher training may need to further develop appropriate interaction skills.

HALL, A.W. "Who Talks to Whom, About What? Aspects of the Verbal Behaviour of Kindergarten and Playcentre Teachers", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.

A short paper reporting a thesis study of the verbal behaviour of teachers.

MEADE, Anne. "Early Childhood Services Staff Viewpoint Study", A background paper prepared for the New Zealand/OECD Conference on Early Childhood Care and Education, Massey University, (Available from the Department of Education), 1978.

A postal survey of 700 paid and voluntary workers in the early childhood field. Information was sought on liaison and coordination of services, and future developments.

MORRIS, Beverley. "A Follow-up of Hutt-Wairarapa Playcentre Supervisors", Playcentre Journal, No. 10, 1966.

The author reports the result of a postal survey of supervisors she helped train in the Hutt Valley. Details of their characteristics and experience are described and some opinions about the weaknesses and benefits are recounted.

O'ROURKE, Maris. "Relative Status and Contribution of Pre-school Teachers as Viewed by Kindergarten Teacher Trainees in Successive Years", First presented in proceedings of Early Childhood Research in New Zealand, Victoria University, Department of University Extension, July 1977. Edited version in: McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services - Some New Zealand Research, Wellington: NZCER, 1978.

SMITH, Anne B. "Future-oriented Early Childhood Educators", Pre-school Education, Vol. 7, 1978.

Discusses future training requirements for this field.

TAYLOR, Jennifer M. and FRASER, G.S. "Autonomy and Constraint: A Case Study of Perceptions of Workers in Early Childhood Care and Education", A paper presented at the NZ/OECD Conference on Early Childhood Care and Education, Massey University, February 1978.

An indepth interview of 28 early childhood workers in the centre of the North Island revealed that they had both autonomy and constraint in their roles.

PROGRAMMES

BARNEY, W.D. "Stand-Off and Watch", set 76, No. 2, 1976.
Provides three case studies of teachers carefully observing areas to find out how effectively kindergarten children are using a play area. In each case, a change was made which improved the use of and satisfaction from that play activity.

BARNEY, W.D. "Use Children Make of Activities in Kindergartens", Department of Education, University of Auckland, 1977.

BEGG, Judith A. and CLAY, Marie M. "A Note in Teaching a Pre-schooler to Read: Some Problems of Evaluation", New Zealand Journal of Educational Studies, Vol. 3 (2), 1968.
An evaluation of the effects on the development of a 3 year old of individual instruction by his mother for 6 months was attempted. No conclusions were drawn but the study is reported because it has methodological value.

BOWATER, Margaret. "Picture Puzzles", Playcentre Journal 25, 1973.
The author observed the jigsaw area for about 20 weeks and was able to recognise 9 different skills used by children in this activity. She found out which puzzles were popular with different types of children and worked out a system for grading puzzles.

BOSTON, Barbara. "What is This Business Called Play?" Kindergarten Education, October 1977.
Discusses the benefits of play in an unstructured learning environment for fostering growth in each child in his/her own special way.

CALVERT, Barbara. "Play with a Purpose", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.
The purposes children have in playing and the purposes adults have in providing for children's play are discussed. Children play for fun, but adults provide for play with a view to developmental goals they want children to achieve.

CLARKE, A.C. "Disadvantaged Pre-school Children in New Zealand", Unpublished DipEdPsych thesis: University of Auckland, 1976.
Reviews pre-school programmes (formal and informal) for disadvantaged children.

CONNELLY, Elizabeth. "A Study of Rejection Incidents in Sand and Block Areas in 15 Kindergartens", (Mimeo: Special Topic for Massey University Early Childhood Education Certificate), 1974.

CONNELLY, Elizabeth. "Chauvinism in the Sandpit", Playcentre Journal, No. 35, 1976.
Observations of children at play in pre-schools revealed that certain areas were heavily sex role stereotyped.

DEANE, F.B. "Social Exchange: Participation in Pre-schools", Unpublished MA thesis in Education: Massey University, 1977.

HILLS, Ann P. "An Investigation Into Verbal Interaction Between Teachers and Children in a Kindergarten", Unpublished research report for Diploma in Educational Studies, Waikato University, 1976.
Children from one kindergarten with two teachers were observed to investigate verbal interaction.
Great inequalities in child-teacher contact occurred which correlated with teacher attitudes but not with general ability, sex or PIPS scores.

JENNINGS, J.M. (ed.) Music Education for the Very Young Child, Report of The Fourth International Seminar on Research in Music Education, University of Canterbury, August 1974. Wellington: NZCER, 1975.

McALPINE, [illegible] M. "Educational Aims and Programmes in the Pre-school", Delta 10, 1972.

McDONALD, Geraldine. "Innovation in Pre-school Programmes", A paper delivered at a symposium Trends and Issues in Early Childhood Education, NZCER, June 1974.
Concerned with the processes by which innovation in pre-school programmes can occur.

McDONALD, Geraldine. "Structured Language Programmes for Pre-school Children", set 77, No. 1, 1977.
The article discusses the Bereiter - Engelmann Programme for pre-school children. She is critical of their statements that some children have no language and of their logic. The programme tends to teach IQ tests; therefore gains are predictable. The methods used bear little resemblance to natural language learning.

McMILLAN, Bruce. "One Hour in a Kindergarten", Pre-school Education, Vol. 1, 1971.

A duration-recording observation of ten activities.

McMILLAN, Bruce. "The Role of Pre-schools in the Development of Sex Roles", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.

A review of research on sex-based developmental differences with implications for parent involvement and education in pre-schools.

MEADE, Anne. "Differences in Pre-school Programmes - Real or Mythical?" Education, Vol. 25 (7), 1976.

Twenty-seven students observed in 9 playcentres and 10 free kindergartens in the Wellington area and found there were differences in 'structure' in the pre-school programmes.

NORMAN, Helen L. "Analysis of Junior Maths Project Data", Research and Statistics Division, Department of Education, in progress.

O'ROURKE, Maris. "Participation in 4 Activities in 30 Auckland Kindergartens With an Analysis of Behaviour for Sex Difference", A paper first presented in proceedings of Changing Children's Behaviour, Department of University Extension, Massey University, June 1977. Abstract in McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services - Some New Zealand Research, Wellington: NZCER, 1978.

O'ROURKE, Maris. "A Survey of Participation in Story Reading Groups in 33 Auckland Kindergartens", First presented at Education and the Equality of the Sexes Conference, Department of Education, 1976. Reprinted in proceedings of Early Childhood Research in New Zealand, Victoria University, Department of University Extension, July 1977. Edited version in McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services - Some New Zealand Research, Wellington: NZCER, 1978.

A week long survey in September 1975, using direct observation, in 33 Auckland Kindergartens of participation in story reading was analysed for participation by sex. Results showed no obvious sex differences overall - however marked differences between different kindergartens were observed. 231 stories in all were read involving 149 different books. Analysis of: length of stories; who read the stories; location of story reading is given.

O'ROURKE, Maris. "Comparison by Sex of Participation in the Family Corner and Sandpit in 30 Auckland Kindergartens", Auckland Teachers College, in progress.

PALMER, Adrienne G. "Pupil Learning in Relation to Teacher Aims and Pupil and Teacher Activities During an Integrated Class Unit", Unpublished MA research paper in Education: University of Canterbury, 1978.

A study of the relationships between a) teacher aims, b) pupil attention and activities, and c) pupil learning and attitudes, during a six week integrated unit in a Standard 2/3 classroom. Results include an assessment of the progress of the whole class and detailed case studies of three selected pupils.

PANCKHURST, Fay M. "Participation in Block Play", (A student research project to show the value of systematic observation), 1977.

A study by 20 first year kindergarten students on the participation of kindergarten children and teachers at block activity over 2 morning sessions. Number of kindergartens = 20.

RAYMOND, Marie and LANE, Lynette. "An Unstructured Environment", Playcentre Journal, No. 34, 1975.
Also, "A Progressive Environment in the Helen Downer Kindergarten", Pre-school Education, Vol. 6 (1), 1977.

Describes the introduction of an alternative type of programme by altering the working areas to allow a freer flow of children and activities.

ROSEMERGY, Margaret R. "A Parental Viewpoint of Early Childhood Services", A paper present at the NZ/OECD Conference on Early Childhood Care and Education, Massey University, February 1978.

Personal experiences and survey results are combined to give an overall evaluation of early childhood services from the consumers' viewpoint.

STARKEY, C.T. "A Programme to Teach 'Safe' Street Crossing to Primary School Children", Department of Education, Victoria University of Wellington, in progress.

STEWART, I.D. "The Block Corner", Playcentre Journal, No. 15, 1969.

Supervisors all around New Zealand observed for ½ hour in the block corner over 5 days to find out who used the block corner, for how long, in what ways and were they affected by adults participating. Tentative results are given.

TINGEY, Mary J. "A Study of the Behaviour of Hyperactive Children in the Classroom Environment", Unpublished MA in Psychology, University of Auckland, 1975.

Time-sampled behaviour observations were made on 2 hyperactive children, 2 problem-behaviour children and normal controls. The behaviours of the 2 disruptive groups were clearly different. Successful behaviour modification was carried out with the hyperactive subjects.

WRIGHT, C.J. and NUTHALL, G.A. "Relationships Between Teacher Behaviours and Pupil Achievement in Three Experimental Elementary Science Lessons", American Education Research Journal, Vol. 7 (4), 1970.

Tape recordings were made of the teaching of a three-lesson sequence on a common topic in seventeen standard two classrooms. Results showed relationships between pupil abilities, pupil learning, and teacher verbal behaviour.

RESEARCH

BARNEY, W.D. "Status and Research on Education in Pre-schools", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.

The status and ethics of research in early childhood are discussed.

DINNISS, P.E. (ed.) Selected Studies of Young Children's Development and Education, Massey University, Department of University Extension, 1977.

Abstracts of some selected Certificate in Early Childhood Education Special Topic papers are provided. See Appendix I at the back of this volume.

GIBSON, M.H. "Otago Pre-school Project", Kindergarten Education, February 1975.

Describes the objectives and plans for the Dunedin Multidisciplinary Child Development Study - an intervention/integration project.

KIRKLAND, J. New Zealand Early Childhood Research: Computerised Bibliography, Department of Education, Massey University, in progress.

This bibliography using Famulus was begun following an Invitational Conference on Early Childhood Research, 1977.

LAWRENCE, P.J. "Research in Child Development: A Partial Review", A paper presented at the New Zealand Psychological Society Conference, 1970.

A review of a selection of research projects under way in the Early Childhood Education programme at Cornell; the Harvard Pre-school Project; the National Institute of Mental Health longitudinal studies; the Geneva Institute; and the Harvard Center for Cognitive Studies.

LAWRENCE, P.J. "Research in Pre-school Education", Delta 10, 1972.

A commentary on the paucity of research, and extension of the references to pre-school education in the 1971 Report of the Committee of Inquiry into Pre-school Education.

McDONALD, Geraldine. "Two Windows on Research", A paper given to the Auckland Institute for Educational Research, October 1976.

Research workers and pre-school teachers often see the world through different windows, partly because of their different training and roles. However, teachers often feel they lack the status to challenge researchers' methods and interpretations.

McDONALD, Geraldine. "A Review of Research and Present Trends in Pre-school Education", A paper given to the Canterbury Institute for Educational Research, Christchurch, May 1976.

Describes the development of the social movements providing early childhood education in New Zealand through four periods. Each source of research into early childhood tends to have its own field and style of research. The present diversification of facilities calls for new types of research.

McDONALD, Geraldine and DINNISS, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.

Papers delivered at an Invitational Conference on New Zealand Research in Early Childhood, Massey University, February 1977.

McMILLAN, Bruce. "Play and People", N.E.A. Review, Vol. 4 (3 & 4), 1973-1974.

Reviews research on play and discusses its implications.

MEADE, Anne. "Organising Pre-school in New Zealand", Playcentre Journal, No. 33, 1975.

Describes the scope and objectives of the author's PhD research.

MEADE, Anne. "Pre-school Organisations in New Zealand", Kindergarten Education, June 1975.

Describes the scope and objectives of the author's PhD research.

MITCHELL, D.R. "Some Comments on Parent-child Interaction Research", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: 1978.

Reviews the various methods that have been used to study the interaction between parents and children.

O'ROURKE, B. and CLOUGH, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.

A collection of papers from the first New Zealand Early Childhood Care and Development Convention, Christchurch, 1975.

O'ROURKE, Maris. "Early Childhood Education - The Need for Research in New Zealand", Pre-school Education, Volume 4 (3), 1974.

An article discussing the need for research through an examination of changes, the forces that propel them, and problems that have arisen.

Particular problems are discussed, and the need for a research centre is outlined. Research required is examined under 3 headings - pre-school education as compensatory, as supplementary, and as prepartory.

RENWICK, W.L. "Policy Research in Early Childhood Education: Some Problems", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.

There are problems in linking research and planning.

RITCHIE, Jane. "Pre-school Project: Working Paper II, March 1974", Kindergarten Education, February 1975.

The paper is a proposal for a research - oriented, experimental pre-school for Maori children different from the traditional free play model.

SILVA, P.A. "Some Biological and Environmental Factors Contributing to Early Child Development: A Brief Description of the Queen Mary Hospital Multidisciplinary Child Development Study", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.

SILVA, P.A. "The Dunedin Multidisciplinary Child Development Study: Unpublished Papers and Reports 1972-1978", Available from the University of Otago Medical Library, Dunedin, 1978.

SILVA, P.A. "The Dunedin Multdisciplinary Child Development Study: Selected Publications 1973-78", Available from the University of Otago Medical Library, Dunedin, 1978.

SILVA, P.A. "The Dunedin Multidisciplinary Child Development Study: Publications and Papers as at 31 December 1978". (Available from the author, Medical School, University of Otago, Box 913, Dunedin).

SWAIN, D.A. "The Transition to Parenthood: Conceptual Framework, Key Concepts and Research Design", A paper presented to the Annual Conference of the New Zealand Sociological Association. (Report of a PhD project in Sociology: University of Waikato), 1974.

SWAIN, D.A. "Research Design for a Longitudinal Study of Hamilton Primagravidae and Multigravidic Nulliparae from Early Pregnancy to Six Months Post Partum", Department of Sociology, University of Waikato, 1975.

A technical document setting out the basic methodology of the Pregnancy and Parenthood Research Project. Primagravidae are women having their first pregnancy; multigravidic nulliparae are those who have been pregnant before but have not born a child. The post partum period begins immediately after the birth.

WALSH, D. "Project CHILD", Education 27 (2), 1978.

Describes a study of New Zealand children with specific learning difficulties. The project has two thrusts: an incidence survey amongst 11 year olds; and an identification and preventative programme for 6 to 6½ year old 'at risk' children.

WATSON, J.E. "Research Needs for the Future", McDonald, Geraldine and Dinniss, P.E. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.

The paper is concerned with the direction that research in early childhood should take in the future.

TRAINING

BELL, Marie. "Implications for Teacher Training of New Trends in Pre-school Education", A paper delivered at a symposium, Trends and Issues in Early Childhood Education, Wellington: NZCER, June 1974.

The aims of pre-school education set out in the Report of the Committee of Inquiry into Pre-school Education are discussed in relation to kindergarten teacher training.

BROCKETT, Joan. "Towards an Evaluation of Kindergarten Teacher Training", McDonald, Geraldine and Dinniss, P.F. (eds.) Young Children and Early Childhood Services: Some New Zealand Research, Wellington: NZCER, 1978.

When primary and kindergarten teacher training were integrated, it was decided not to implement 3 year training until after an evaluation of training. This paper describes the background to the evaluation.

COSSON, Betty M. "A History of the Training of Kindergarten Teachers in Auckland", Unpublished DipEd thesis: University of Auckland, 1970.

Covers the period 1908-48. Three influences were stronger then than later. 1) The recognition of the young child as an individual, 2) increased attention was given to the education of women, and 3) limited but increasing responsibility assumed by the State for pre-school education.

CUBEY, Pamela (ed.) "Childcare Correspondence Course", A Correspondence School Course, 1978.

A course for early childhood workers, with an emphasis on child care. Each module, which is approximately 16 weeks work, has been written by a separate author.
Working with Children I - Pamela Cubey.
Working with Children II - Geraldine Keith.
Health, Hygiene and Nutrition - Pamela Betts.
Programme and Curriculum - Anne Frizelle.
Human Relations - Rod Mitchell.
Administration - Norah Fryer.

CUBEY, Pamela. "Development and Learning in Early Childhood", A Correspondence School Course, 1978.

An introduction to Child Development, which is accepted as the theoretical component for the Playcentre Supervisors Certificate and a pre-requisite to the Correspondence School Course in child care.

DEPARTMENT OF EDUCATION. "Evaluation of Child Care Course", Research and Planning Unit Bulletin, No. 3, Wellington: Department of Education, March 1976.

MANN, John F. "The Training of Pre-school Personnel", O'Rourke, B. and Clough, J. (eds.) Early Childhood in New Zealand, Auckland: Heinemann Educational Books (NZ) Ltd., 1978.

This paper deals with formal training programmes available to personnel wishing to work with pre-school children in New Zealand. It deals with the resurgence of interest in training programmes over the last few years, the significant changes made in kindergarten training and the introduction of new courses in child care.

VARCOE, Phyllis M. "Integration!" Kindergarten Education, June 1975.

The author describes the changes which took place in Dunedin to achieve integration of primary and kindergarten teacher training.

VARCOE, Phyllis M. "A Proposed Three Year Education and Training Course for New Zealand Free Kindergarten Teachers", Unpublished DipEd thesis: University of Otago, 1967.

The information covered included a current survey of pre-school education in New Zealand, an historical survey of the development of the kindergarten movement, including teacher training in New Zealand, training of pre-school teachers overseas, the purpose of teacher education, and the proposed three year course. In conclusion, the following recommendations were made - students be trained to teach a wider age range; university study be integrated with teacher training; the course be divided into three sections - professional, curriculum and general; students would study for either a degree, advanced diploma, or a diploma.

WATT, Adele, "Kindergarten Trainees", Pre-school Education, Vol. 4 (3), 1974.

APPENDIX I

DINNISS, P. (ed.) Selected Studies of Young Children's Development and Education, Department of University Extension, Massey University, 1977.

(These are selected from the Massey Certificate in Early Childhood Education Special Topic Papers).

CONTENTS

VAN KUILENBURG, P.	"Successful Breastfeeding and the Home Environment"
GANNAWAY, M.	"A Pre-school Attached to a Primary School"
JOHNSTONE, M.	"Who Does Not Get to Pre-school?"
DUURLOO, L.	"Families Who Use Both Playcentres and Kindergartens"
DUCKWORTH, J.	"Some Differences Between Children Attending Childcare All Day and Those Attending Part-time Only"
CAMPBELL, W.	"Do Children 'Touch' Each Other at Pre-school?"
CONNOLLY, E.	"Get Out Girl, or I'll Kill You"
HENDERSON, S.	"Are Girls More Dextrous than Boys?"
CAMERON, P.	"The Wooden Circle"
BOSTON, B.	"Creative Expression, Timidity and Confidence"
RADICH, P.C.	"Boys Miss Out On Art!"
BENSON, P.	"Solving Jigsaw Puzzles"
CRABTREE, B.	"How Science Develops Logic"
PRATT, C.	"What Does Dad Do?"

APPENDIX II

A Selected List of the New Zealand Playcentre Diploma Special Studies, compiled by Margaret Bowater, June 1978

ANDERSON, Ruth.	"Facilities and Special Training of Handicapped Children",* 1973
ANDERSON, Ruth.	"Study of Martin: A Normal Four Year Old",* 1975
ANDERSON, Ruth.	"History of Avonhead Playcentre",* 1975
ANDERSON, Ruth.	"Manipulative Play (including 100 peg board)",* 1977
BAGLEY, Leonie.	"History of Kaiwaka Playcentre",* 1974
BANBURY, Alma.	"The Work of the Plunket Nurse in West Otago",* 1972
BEKHUIS, June.	"History of Otautau Playcentre",* 1973
BOWATER, Margaret.	"Study of the Thames-Hauraki Parents Centre",* 1971
BOWATER, Margaret.	"History of the Thames-Parawai Playcentre",* 1971
BOWATER, Margaret.	"How Pre-school Children Do Jigsaw Puzzles",* 1972
CLARKE, Carole.	"History of Tauhara Playcentre",* 1973
CLARKE, Carole.	"Playground Utilization in the Borough of Taupo",* 1974
DAWSON, Elizabeth.	"Extending Mathematic Skills in Four Year Olds",* 1977
DORE, Joyce.	"History of Lower Cashmere Playcentre", 1976
FORBES, Roberta.	"Group Study of Six Children at Home and at Playcentre", 1977
GARDEN, Carol.	"Twenty-four Hours of a Normal Four Year Old Boy", 1969
HIKA, Naiada.	"History of Ratana Playcentre",* 1973
LEOV, Joyce.	"As Long as I Have Fun",* (excellent section on language development), 1978
MARTIN, Nina.	"Study of an Austistic Child", 1970
MARTIN, Nina.	"Block Play", 1970
MARTIN, Nina.	"Celebral Palsy Unit", 1970
MARTIN, Nina.	"History of Lynmore Playcentre",* 1970
MARTIN, Nina.	"History of Glendale Playcentre",* 1974
McMILLAN, Anne.	"The Role of Parents Centre in Education for Fatherhood",* 1975

PAGE, Gladys. "Friendship Patterns Between Six Children",* 1970

PAGE, Gladys. "Science in a Playcentre", 1970

PAGE, Gladys. "Christian Education During Pre-school Years", 1969

PAGE, Gladys. "A Child With Downs Syndrome",* 1971

SCOTT, Barbara. "Children's Needs in a Hospital",* 1977

SCOTT, Barbara. "History of Marsden Playcentre",* 1976

SMITH, Shirley. "History of Ahaura Playcentre",* 1976

STANTON, May. "History of Tahuna Playcentre",* 1972

TAYLOR, Joan. "A Study of Twins",* 1969

TULE, Mihi. "A Study of a Maori Child, Orphaned and Adopted", 1970

WATTERSON, Susan. "Daycare Facilities for Pre-school Children in Aylesbury", 1976

WEAR, Judith. "A Child's Adjustment to School", 1969

WEATHERLY, Fay and REID, Diana. "Developing Leadership Training in Auckland Playcentre Association", 1973

* Copies of these papers are held by the Coordinator, Playcentre Diploma: Mrs Barbara Crabtree, 211 Songer Street, Stoke, Nelson.

APPENDIX III Author Index

ABRAHAMSON, M.M. 12
ALLAN, R.D. 1
ANDERSON, D. 56
ANDREWS, Ann R. 1
ASHBY, G.F. 17,59
BAIN, Heather. 28
BALLARD, K.D. 1
BARBOUR E. Anne. 47
BARNEY, W.D. 1,17,39,51,59,62,67
BARRETT, Colleen A.E. 2
BARRINGTON, Rosemary. 56
BEGG, Judith A. 12,62
BEGG, N.C. 35
BELL, Marie. 71
BENTON, R. 17
BLACKBURN, Muriel. 35
BOSTON, Barbara. 62
BOVEN, R. 36
BOWATER, Margaret. 2,62
BRADSHAW, J. 8,16
BRAY, Anne D. 39
BRENNAN, M.C. 48
BREW, Helen 53
BROAD, Frances E. 2
BROCKETT, Joan. 71
BROOKS, I.R. 30
BUCKFIELD, Patricia M. 2,48,49
BURDON, B.E. 56
BURNETT, Joyce. 2
BUTCHER, Jocelyn M. 39
BUTLER, Dorothy. 39
CALDWELL, Gillian L. 17
CALVERT, Barbara. 3,18,53,62

CAPPER, M. 59
CHAMPION, P.R. 48
CHAN, M. 18
CHRISTISON, Isobel J. 18
CLARK, Marybeth T. 12
CLARKE, A.C. 63
CLAY, Marie M. 12,13,18,30,35,39,40,53,62
CLOUGH, J. 68
CODD, J. 3
CONNELLY, Elizabeth. 3,63
CONSTABLE, L.A. 3
COOPER, M.L. 59,60
COSSON, Betty M. 71
COYNE, Eileen. 18
CROFT, C. 13
CROTTY, L.A. 3
CUBEY, Pamela. 71
CULL, T. 48
CUMING, Jocelyn. 18
DAVEY, J. 3
DLANE, F.B. 63
DENEL, Edite M.L. 30
DEPARTMENT OF EDUCATION 72
DINNISS, P.I. 35,60,67,68
DONALDSON, A.A. 30
DONALDSON, C.A. 60
DOYLE, M.D. 3
DUNCAN, Nicola. 3
DYSON, D.M. 19
EDGAR, P.W. 3
ELLIOTT, M. 19
FERGUSSON, D. 4,8
FILLDHOUSE, Alice. 19
FLAVELL, Marie. 19
FRANCIS, Lauren E. 51
FRASER, G.S. 61

GARDEN, Carol F. 19
GARRETT, D. 4
GAVIN, A.P. 35
GEDDIS, D.C. 56
GIBSON, M.H. 67
GILDERDALE, Betty. 51
GREGORY, P.A. 19
GRENFELL, Julie. 51
GREY, L. 19
GURR, [illegible]. 48,49
HALL, A.W. 60
HALLINAN, P. 40
HAMER, Caryl. 13
HANCOCK, M.W. 53
HANLON, N.N. 13
HANSEN, Jennifer. 35
HARRIS, Beryl. 53
HARVEY, D.H.P. 4
HASSALL, Pam. 8
HAWKINS, J. 4
HEFFORD, Jim E. 48
HEWLAND, Robyn. 57
HILL, C.G.N. 19,48,49
HILLS, Ann P. 63
HILLYER, M. Bernadette. 19
HOLMES, Janet. 13
HOUSTON, H.S. 4
HOUSTON S. 35
HOWSE, Mary R. 20
HUBBARD, Pat. 51
HUDSON, R. 36
HUTCHINGS, Beryl. 51
IRVINE, Denise. 30
IRVINE, J.W. 40,46
IRWIN, R.J. 4
ISBISTER, C. 4

JACKSON, M.E. 5
JAMIESON, Penny 20,30,31
JENKINS, Annette. 5
JENNINGS, J.M. 63
JULIAN, Rae. 20
KAPERICK, D.P. 40
KEAN, June. 5,20,40
KENNEDY, G.D. 14
KING, Lesley A. 14
KINLOCH, Patricia. 33
KIRKLAND, J. 48,49,67
LANE, Lynette. 65
LANE, M. 42
LAWRENCE, P.J. 5,14,20,35,57,67
McALPINE, D.M. 6,20,63
McDONALD, D.J. 20
McDONALD, Geraldine. 14,15,20,22,23,31,32,33,36,63,67,68
McGEORGE, C.M. 6
MACKAY, Penelope C. 14
McKENZIE, Shirley E. 15
McLEOD, L. Joy. 6
McMILLAN, B. 23,53,64,68
McNEUR, Ruth. 7
MANN, Alison. 33
MANN, J.F. 72
MARSH, R.W. 7,41,49
MARTIN, Anne B. 23
MARTIN, Nina. 41
MEADE, Anne. 24,55,56,61,64,67
METGE, Joan. 53
MILLEN, Eva. 7
MITCHELL, D.R. 35,41,42,55,68
MITCHELL, J.W. 42
MOOTEN, Patricia. 42
MORRIS, Beverley. 54,61
MORRISON, A.A. 57

NELSON, B.	42
NEW ZEALAND DEPARTMENT OF HEALTH	7
NORMAN, Helen L.	64
NUTHALL, G.	15,66
O'CONNELL, B.M.	36
OFMANN, M.L.	24
OLSSON, T.	25
O'NEILL, D.P.	36
O'ROURKE, B.	68
O'ROURKE, Maris.	25,52,61,64,65,69
PAGE, A.	49
PALMER, Adrienne G.	65
PALMER, Margaret A.H.	54
PANCKHURST, Fay M.	7,42,52,65
PARSONS, M.B.	42,43,44
PEARL, B.A.	44
PINES, Maya.	7
PODMORE, Valerie N.	33
PRATT, Carolyn.	7
PRESTON, D.	26
RAYMOND, Marie.	65
RENWICK, Margery.	26,52,55
RENWICK, W.L.	69
RITCHIE, Helene.	26
RITCHIE, James E.	7,34,36
RITCHIE, Jane.	7,27,34,36,37,69
ROBERTSON, Pheola.	8
ROBINSON, Viviane M.J.	35
ROSEMERGY, Margaret.	37,65
ROUSE, S.	54
SANDERS, T.J.	49
SAINSBURY, N.E.	27
SAUNDERS, Eileen.	27
SCOWN, J.M.	8
SHALLCRASS, J.	27

SILVA, P.A.	8,16,45,49,69
SINNOTT, A.M.	54
SLATER, D.B.G.	49
SMART, Rosemary F.	45
SMITH, Anne B.	10,11,27,28,61
SNOOK, I.	9
SOCIAL DEVELOPMENT COUNCIL	37
SOCIETY FOR RESEAPCH ON WOMEN IN NEW ZEALAND	28,57
SOLNIK, Tama.	28
SOMERSET, Gwen.	9
SOTIRI, S.C.	9
SPEARS, G.F.	8,49
STARKEY, C.T.	9,45,65
STELL, J.W.	28
STEWART, I.P.	65
STEWART, D.J.	45
ST. GEORGE, Alison M.E.	34
STRATON, Elizabeth.	46
SUTHERLAND, N.	28
SWAIN, D.A.	37,38,54,57,58,70
TARBUTT, Marilyn A.	16
TAYLOR, Jennifer M.	61
TEMBO, L.P.	28
TEMPLE, Esme.	16
THOMAS, D.R.	34
THOMPSON, Beverley.	34
THOMPSON, S.E.	16
THOMPSON, V.	10
THOMSON, Jane.	29
TINGEY, Mary J.	66
TOLLEMACHE, E.M.	38
TOY, Ann M.	29
VARCOE, Phyllis.	29,72
WADE, T.A.	29
WALLS, H.A.	10

WALLS, W.R. 10
WALSH, D.F. 70
WATSON, J.E. 70
WATT, Adele. 72
WAUGH, D. 10
WELLS, Elisabeth. 49
WILSON, A.P. 50
WILTON, K.M. 40,44,46,47
WOMENS ADVISORY COUNCIL OF THE N.Z. LABOUR PARTY 29
WOMENS ELECTORAL LOBBY 29
WOOD, Elsa. 29
WRIGHT, C.J. 66
YOUNG, Jenny M. 10,11